DOCUMENT RESUME

ED 439 566 EC 307 745

AUTHOR	Berger, Sandra L.
TITLE	College Planning for Gifted Students. Second Edition, Revised.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.; Council for Exceptional Children, Reston, VA.
ISBN	ISBN-0-86586-312-1
PUB DATE	1998-00-00
NOTE	162p.; For the 1989 edition, see ED 307 768.
AVAILABLE FROM	The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589 (Stock No. P330S, $25.95; CEC members, $17.95). Tel: 888-232-7733 (Toll Free); Tel: 703-264-9446 (TTY); Fax: 703-264-9494; Web site: http://www.cec.sped.org.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Admissions Counseling; College Admission; College Applicants; College Bound Students; *College Choice; *College Preparation; College Students; *Decision Making; Educational Counseling; *Gifted; Higher Education; Secondary Education; Student Costs; *Student Needs

ABSTRACT

This guide offers information on undertaking a comprehensive, well-organized, programmatic approach to college planning. "The College Search: Defining the Problem" provides an overview of college-planning problems and offers solutions. A comprehensive, systematic 6-year timeline is included. "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for understanding the intellectual, social, and emotional characteristics of gifted adolescents and offers suggestions for meeting their needs. The framework can be used to develop student profiles and plan specific programs that meet individual needs. "The College Search: A Matter of Matching" provides recommendations and resources for counselors and parents who want to help students be aware of and understand their personal learning styles, values, interests, and needs. "Learning About Colleges: What Have They Got That I Want?" is designed for counselors and parents who want to assist gifted students in researching schools and help students integrate self-understanding with an understanding of college offerings. "The Application Process: What Have I Got that They Want?" explains how credentials are evaluated by colleges and includes specific information on college interviews, writing an effective essay, enhancing applications, and college costs. Appendices include glossaries, resources on gifted students, and a common college application. (CR)

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Second Edition, Revised

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To help teachers, counselors, parents, and students make more informed choices, CEC is proud to release a revised second edition of *College Planning for Gifted Students*.

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College Planning for Gifted Students

Second Edition, Revised

Sandra L. Berger

A Product of the ERIC Clearinghouse on Disabilities and Gifted Education
Published by The Council for Exceptional Children

Library of Congress Catalog Card Number 97-77811

ISBN 0-86586-312-1

Published in 1998 by The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 20191-1589.
Stock No. P330S

The 1989 edition of this publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, contract no. RI88062007. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the Department of Education.

Printed in the United States of America.
10 9 8 7 6 5 4 3 2 1

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Foreword

Special education for gifted students is not a question of advantage to the individual versus advantage to society. It is a matter of advantage to both. Society has an urgent and accelerated need to develop the abilities and talents of those who promise high contribution. To ignore this obligation and this resource is not only shortsighted but also does violence to the concept of full educational opportunity for all. A program of special education for gifted and talented students should provide continuing and appropriate educational experiences from preschool into the adult years. This publication is designed to assist educators, families, and gifted individuals themselves in understanding the special educational considerations needed in planning for postsecondary education.

In 1987, The Council for Exceptional Children asked Sandra Berger, a local parent advocate for gifted children and a member of the Advisory Board of the ERIC Clearinghouse on Handicapped and Gifted Children, to develop a guide to help parents and counselors assist gifted students in planning for their post-high-school education. This request led, in 1989, to the publication of *College Planning for Gifted Students*. This comprehensive work defined the special problems faced by highly able students planning for college, explained why their planning process was unique, took them step by step through a 6-year preparation, and explained, in easy-to-read language, how to make choices, prepare an application, and go on to a satisfying college experience. A second edition was published in 1994.

CEC is now pleased to present a revision to the second edition of *College Planning for Gifted Students*. Sandra Berger is now a staff member of CEC and the ERIC Clearinghouse on Disabilities and Gifted Education. This revision includes the 1997 version of the Common Application for Undergraduate Admission, and numerous electronic resources not previously in existence.

There is no doubt that every student, parent, teacher, and counselor who uses this book in the college planning process will profit by the knowledge and wisdom presented here.

Acknowledgments

College Planning for Gifted Students, written by a parent and long-time advocate for gifted children, is the product of many efforts. Numerous administrators, counselors, teachers, parents, and students were interviewed for and contributed to this book. The author expresses sincere appreciation to the individuals listed below and to the many students who, over the years, contributed indirectly by speaking freely about their concerns and experiences. The author also offers special thanks to people who provided encouragement, guidance, and support during the writing of the book: her husband, Michael, and three children for their patience and understanding; Jean Nazzaro Boston, Department of Information Services, CEC/ERIC, for her sense of humor and openness to the ideas presented in this book; Gail Hubbard for her remarkable understanding of gifted students and assistance with Chapter 3; Leslie S. Kaplan for her perceptive insights and useful comments; and Shirley Levin of College Bound, Inc., for her generosity and willingness to share college planning information presented in Chapters 5 and 6.

INTERVIEWS

Information in this book is supported by interviews with the following individuals:

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Joel Anderson, Guidance Counselor, St. Louis Park Schools, Minneapolis, Minnesota. (Mr. Anderson is preparing a counselors' handbook for publication. Information can be obtained by writing to him at 425 West 33rd Street, St. Louis Park, MN 55426.)

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READERS

The review system for this book, a three-step process, was designed to test and evaluate concepts, ideas, procedures, and language use prior to publication. The author appreciates the valuable contributions of the following readers:

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About the Author

Sandra L. Berger has been a citizen activist and advocate for gifted children for more than 20 years. She was originally led down this path by her own gifted youngsters. Berger holds an M.Ed. degree in special education and has received training in counseling. She has served as appointee on numerous public education advisory committees and task forces and served for 2 years as president of a county-wide association for the gifted. She is the information specialist for gifted education at the ERIC Clearinghouse on Disabilities and Gifted Education and coordinates several federally funded projects at The Council for Exceptional Children. She is the editor of *Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988;* has authored numerous articles in the field of gifted education; and shares her views on college planning and gifted education through participation in national, regional, and state conferences.

1. Introduction

> Students go to college expecting something special. Their parents share this hope. Only in America is the decal from almost any college displayed proudly on the rear window of the family car. The message: Here's a family on the move. (Boyer, 1987, p. 11.)

College planning is a major event in the lives of many families. When a child is born, the family may immediately wonder, "Where will John or Jane attend college?" The hopes and dreams of many American families are connected to a college education.

Multimillion-dollar businesses have arisen in response to family aspirations. Publishers provide manuals and guides to assist students who seek information on college planning, selection, and acceptance. Educational testing services provide courses and manuals to assist students who take Scholastic Assessment Tests (SATs) and other standardized tests. Bookstores devote space to a wide variety of college-planning material. Every major financial firm publishes information on college costs and provides advice on financing college.

Students are concerned about and begin planning for college as early as seventh grade; however, their ideas may be premature and unrealistic. They tend to make short mental lists that swing from one extreme to another: "brand name" colleges, such as Harvard, Yale, Princeton, and Stanford, and popular state and/or community colleges. These students need to broaden their options. Between seventh grade and twelfth grade, a systematic process needs to take place by which students learn that college planning is part of a lengthy "life career development process" (Gysbers & Moore, 1987); it need not be a finite event that begins and ends mysteriously or arbitrarily.

This college-planning guide is for educators, counselors, parents, and others who want to assist gifted students in the complex process of college/career planning. It is designed to help counselors and parents feel comfortable and be resourceful in meeting a variety of unique needs. Information, resources, and, where appropriate, specific recommendations are provided so that a comprehensive, effective, well-organized, programmatic approach to college planning can be undertaken. The term *programmatic approach* means a coherent plan: philosophy, goals, objectives, rationale, a variety of methodologies, and evaluation—some way of knowing whether or not goals and objectives are achieved (Colangelo & Zaffrann, 1979; Tannenbaum, 1983). The guide integrates an understanding of and an appreciation for the developmental needs of adolescents, the special needs of gifted adolescents, career-planning research, and specific college-planning information. Counselors and educators who plan such a program should be aware that it should be predictable and not depend on a particular counselor who, at a particular time, happens to be interested in comprehensive college planning for gifted students.

Developing an organized, effective college-planning program for gifted students is a complex task. The problems and solutions presented here were discussed with many students, teachers, counselors, and other individuals who work with gifted students every day. Their concerns are reflected throughout the book. Counselors, teachers, and parents stated that college planning in general is complex and time consuming,

and college planning for gifted students, because of their characteristics and problems, requires a thoughtful, creative approach. Students stated that they need better guidance.

The following ideas provide the rationale for this book:

- Gifted students are unique in many ways; their intellectual and social and emotional characteristics create unusual needs and problems.
- The further these students are from the norm, the more they differ from each other in talents, abilities, interests, and needs.
- The assistance they require is as specialized as their characteristics are varied.

The common characteristic that unites gifted young people is their potential. Each of these students has the potential, if appropriately encouraged and guided, to achieve self-fulfillment and make a major contribution to society and the well-being of its people.

ORGANIZATION OF THE BOOK

This book is organized in a way that will enable parents, teachers, and counselors to

- understand the problems and needs of gifted adolescents;
- understand how their problems and needs complicate college and career planning;
- understand the elements of a substantive college-planning program for these students; and
- use the information provided to design and implement a program that is flexible, yet substantive.

Chapter 2, "The College Search: Defining the Problem," provides an overview of complex college-planning problems encountered by all students, parents, and guidance counselors and offers solutions discovered through interviews and research. A comprehensive, systematic 6-year time line, for use by school personnel, students, and families is included. A 6-year time line was selected for the following reasons:

- Comprehensive college planning for gifted students realistically should begin before eighth grade. By this time many students, having demonstrated their aptitudes and abilities, have departed from the traditional educational age-in-grade "lock-step."
- Some gifted students will require a broad range of academic options and unusual educational opportunities that supplement comprehensive high school offerings. Planning ahead may accomplish these goals.

The time line can be compacted and still be useful to those who start later than seventh or eighth grade.

Chapter 3, "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for this book. A matrix, structured around the intellectual and social and emotional characteristics of gifted adolescents, will help counselors and parents understand the complexity and diversity of this group. The matrix can apply to *all* gifted youngsters, including underserved populations such as ethnic and multicultural groups, students who are gifted and have learning disabilities, underachievers, and gifted girls (Whitmore, 1987). Suggestions are offered as to what counselors, teachers, and parents can do to meet the needs of specific groups as well as all gifted students. Using the matrix to develop a profile of each student, counselors and parents can plan specific programs that meet individual student needs.

Chapter 4, "The College Search: A Matter of Matching," assumes that the college-planning process is most effective when it is based on the student's abilities, interests, values, and needs as they relate to educational, career, and life-style opportunities (Colangelo & Zaffrann, 1979; Davis & Rimm, 1985; Sanborn, 1979). The chapter is designed to provide recommendations and resources to counselors who want to help students be aware of and understand their personal learning styles, values, interests, and needs. It is also designed to provide information and assistance to parents who want to assist students in the process of self-exploration.

Chapter 5, "Learning About Colleges: What Have They Got That I Want?", the second stage of a college-matching process, is designed for counselors and parents who want to assist gifted students in researching schools by using multimedia resources, visiting schools, and asking a broad range of questions. Students will collect information in two different stages and be able to integrate self-understanding with an understanding of college offerings. Chapters 5 and 6 broaden the scope of the book by including boxed sections designed for use by students and families.

Chapter 6, "The Application Process: What Have I Got That They Want?", describes and explains how a student's credentials are evaluated by a college or university. The chapter includes specific information on the college interview, writing an effective essay, enhancing the student's application, and college costs.

College planning should be a positive, growth-promoting experience for all students. It is an opportunity for them to learn more about themselves and their special skills, interests, and learning styles and to heighten self-confidence. If they go to a college or university that is appropriate for them, where they achieve academic success, they are more likely to contribute to the school and set career goals designed to provide a satisfying life.

Colleges are looking for students who are willing to take advantage of opportunities provided and make a positive and lasting contribution. To the degree that both objectives are achieved, the educational experiences of gifted students may be more personally fulfilling, meaningful, and relevant. We all stand to benefit from their educational success, personal satisfaction, and ultimate contributions.

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Whitmore, J. (1987). Conceptualizing the issue of underserved populations of gifted students. *Journal for the Education of the Gifted, 10*(3), 141–153.

2. The College Search: Defining the Problem

> High school students and their parents may have strong feelings about college, but choosing one is a different matter. Indeed, one of the most disturbing findings of our study is that the path from [high] school to higher education is poorly marked. Almost half the students surveyed said that "trying to select a college is confusing because there is no sound basis for making a decision." (Boyer, 1987, pp. 13, 14)

There are more than 3,000 colleges and universities in the United States. Choosing among them is a complex task. Many high school students approach college selection with less thought than they give to purchasing a stereo or an item of clothing. They make arbitrary choices because they do not know how to make college and career decisions based on their values, aptitudes, interests, needs, and other personal criteria. They may not be aware of how colleges differ from one another or how to match personal criteria with college offerings.

Since 1986, three major reports have addressed the transition between high school and college. Two of these reports, *Keeping the Options Open*, published by the College Entrance Examination Board (CEEB) and *Frontiers of Possibility*, sponsored by the National Association of College Admissions Counselors (NACAC), examine precollege counseling in the high schools. They recommend a broad-based approach to precollege counseling and suggest that college selection should be a guidance objective combining self-awareness with learning to make decisions. According to the College Board,

> Precollege guidance and counseling should not be defined narrowly in terms of helping high school students learn about and make decisions relating to college. Instead we see precollege guidance and counseling as encompassing a broad set of support functions* that can enhance success in school, increasing the chances for formal learning beyond high school. (Commission on Precollege Guidance and Counseling, 1986, pp. 3 & 4)

The NACAC (1986) report recommends that college counseling should be part of a long-term guidance curriculum through which students reach a point of "self-awareness and maturity that equips them to deal with the transition to college" (p. 51).

NACAC and the College Board point out the many problems encountered by guidance counselors, parents, and teachers as they attempt to meet the diverse needs of secondary school students. Both offer possible solutions and specific recommendations.

The third report, *College : The Undergraduate Experience in America* (Boyer, 1987), published by the Carnegie Foundation for the Advancement of Teaching, offers a different viewpoint. Boyer and his committee have identified an assortment of problems that contribute to students' confusion about what colleges have to offer and how they differ from one another in the quality of education they provide. For example:

*CEEB defines functions as activities that assist students in self-awareness, self-exploration, decision-making and planning skill, learning about existing opportunities, and designing a personal plan of action.

- Viewbooks published by colleges and universities are generally the first written information students receive. Viewbooks are designed to promote the facilities and physical appearance of the particular campus.
- Campus tours, another method used to learn about schools, may be limited to quick glimpses of campus buildings.
- Other recruitment procedures, for example, college fairs and personal contacts, may emphasize features such as campus social life or last year's football record.
- College guides present capsule information about many colleges. Often these profiles are written by the colleges themselves and, therefore, may be somewhat self-serving. Some guides rank the colleges, but the criteria used may be neither stated nor obvious to the reader.

COUNSELING PROGRAMS FOR GIFTED STUDENTS, GRADES 7–12

Gifted students, because of their special characteristics, need a coherent, proactive counseling program that is responsive to their unique needs as well as to the developmental needs of all adolescents: identity and adjustment, changes in relationships, and career paths. The program should also allow these students to exchange information with others who share their problems and dilemmas, test their ideas, and change ideas that are ineffective (Buescher, 1987; personal communication, August 1987). Such a program provides opportunities for students to obtain information from counselors who understand their needs and who will listen to them, interpret and clarify their abilities and experiences, and discuss their concerns about changing self-concepts. When the counselor's goal for students is their heightened awareness of self and community combined with college and career planning, the program must include guidance workshops (structured and unstructured discussions) and a collaborative approach that includes parents and teachers.

Written information on appropriate college and career guidance for gifted students is difficult to find. However, interviews for this book uncovered some remarkable counselors and guidance programs. People who are successful in meeting the social and emotional needs of gifted students lead programs that differ in many ways, but they share the following distinctive features:

- The programs are coherent and predictable.
- They begin by seventh or eighth grade and maintain students throughout secondary school. When possible, one counselor or coordinator follows each student's progress from seventh to twelfth grade.
- They are designed to meet the specific intellectual, social, and emotional needs of gifted students.
- They consist of regularly scheduled group discussions, individual discussions when appropriate, and writing activities. Group discussions may be structured or unstructured, depending on the topics covered.
- They include a specific plan designed to assist students in understanding themselves and others.
- They include students who are gifted but who may not be achieving academically.
- When paper-and-pencil exercises are administered (e.g., aptitude tests and interest inventories), the purpose of the tests and the results are explained to the students.
- The principal, teachers, other staff, and parents are highly supportive of the program.

Based on interviews and available research, guidance programs that meet the needs of gifted students use the general guidelines described in the following paragraphs.

Seventh and Eighth Grades

Guidance activities emphasize self-awareness, time management, work/ study skills, and an introduction to career awareness. Where possible, activities are designed to meet the special needs of gifted students. Students design a preliminary academic master plan that includes courses required by the state and courses desired for college planning. Students are encouraged to participate in regional talent searches and are provided with information on the Scholastic Assessment Test (SAT-I), the American College Testing Program's ACT Assessment, or other nationally normed tests.

Ninth and Tenth Grades

Guidance activities continue to emphasize self-awareness, decision making, and goal setting to account for the ever-changing needs of gifted adolescents. Students are encouraged to identify and pursue interests. Some programs expose students to selective college requirements to illustrate short- and long-term goals. The most recent information on nationally normed college en-

trance tests should be provided. Family conferences and/or workshops clarify expectations about college and career planning in general.

Students begin coherent programmatic college and career planning. By 10th grade, they become aware of how their academic subjects, values, interests, and goals relate to careers. They also begin to learn that some interests and talents develop into artistic or scientific convictions while others develop into leisure activities.

Eleventh and Twelfth Grades

Guidance activities emphasize the practical aspects of college and career planning. These activities include arranging for mentor relationships and internships, providing information on the college application process and college costs, and facilitating the transition between high school and college.

WHAT STUDENTS NEED TO KNOW

Persuading a college or university to choose them requires students to know how to present themselves so that the institution will recognize them as a good match. Part of that presentation is based on what they know about themselves; part involves what they learn about how colleges make selections (Figure 2-1). Students need to know (a) who is involved in the admissions process, (b) how students are evaluated, and (c) what they can offer that a college requires and desires—the ingredients the institution is looking for in a balanced student body.

Many college-planning guides provide slick marketing tips for college applicants. But unless the match is truly a good one—and there is no way of knowing that without going through the kinds of activities proposed in this guide—both students and institutions are likely to be disappointed.

Students who can ask and begin to answer questions about themselves are on the road to developing self-awareness. When they can begin to ask and answer questions about colleges and relate those answers to themselves, they are prepared to begin the college selection process. Students "discover" themselves—that is, they identify personal values, aptitudes and needs—and they learn how to conduct a college search through a multistep process. Ideally, this process should begin by seventh grade, with specific events occurring each subsequent year. However, the process can be shortened; it is never too late to begin.

The concluding section of this chapter presents a college-planning time line, designed to be distributed to students, that provides counselors, students, and families with a detailed guide for approaching the college-planning process.

FIGURE 2-1

Choosing a College

Choosing a college or university requires two different types of knowledge:

Knowledge About Oneself

- Who am I? What are my characteristics, values, attitudes, and beliefs?
- What is important to me in life? Family? A career? Religion? Power? Money? Friends? A social life? How can I get what I want?
- What are my life-style preferences? Do I need the stimulation provided by a large city? Do I like the suburbs? Do I prefer the peace and quiet of a rural countryside?
- Which academic subjects do I like best? Which least?
- How do I learn best? By reading? From teachers? By talking with friends and classmates? By getting personally involved and experimenting? What kind of teachers do I like best?
- How do I think? Am I abstract? Concrete? Am I convergent? Divergent? Analytical? Reflective? Intuitive?
- How do I make decisions and set goals?

Knowledge About Colleges

- How do colleges differ from universities?
- How do colleges and universities differ among themselves?
- What kinds of opportunities does each offer?
- How can I assess the quality of education available?
- How does the size of a college or university affect the education I expect to obtain?
- How do I choose a college major?
- How do college offerings and the characteristics of different colleges match my educational goals?

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COLLEGE-PLANNING TIME LINE, GRADES 7–12

In seventh and eighth grades, classes are divided into separate academic subjects. Take advantage of opportunities to explore and investigate new academic areas and extracurricular activities. *Take time to learn about yourself.* It is time to lay the foundation for college planning.

Seventh Grade

- Examine and evaluate academic options that may be available in your community. For example, is a high school magnet program available? Are school enrichment programs offered in your community? Investigate both of these avenues.
- Search for summer programs or clubs that will allow you to explore your interests. *Important hint*: Many summer programs offer a variety of opportunities for you to explore interests, try new academic courses, refine skills, make friends, and live away from home. Investigate programs sponsored by regional talent searches, universities, and independent schools. Summer programs vary in quality; investigate them carefully. If the price of a program prevents you from participating, find out whether scholarships are available from the program or from local sources. Some summer programs offer partial scholarships to match local gifts.
- Seek opportunities to obtain high school credit, particularly in foreign languages and mathematics.
- Begin to think objectively and realistically about your abilities, aptitudes, values, interests, and how you learn best.
- Begin to think about your aspirations and goals. Develop a preliminary plan to get what you want.
- Seek ways to expand your horizons. Take risks and try new courses and activities. Some courses you take will appear on your high school transcript. However, the grades you earn now will be far less important to colleges than the grades you earn in eleventh grade.
- Investigate ways to study efficiently and manage your time.
- Read widely: books, newspapers, and magazines.
- Practice your writing skills:
  - ☐ Keep a journal.
  - ☐ Write short stories, poetry, and prose; enter contests. Are you working on a mathematics or science project? Record your impressions and prepare a story about your work.
  - ☐ Submit your work to your school newspaper and other publications.
- Look for opportunities to do volunteer work.
- Ask your guidance counselor how to participate in a regional talent search process by taking the Scholastic Assessment Test (SAT-I), ACT Assessment Test, or other nationally normed test. Send an application to the talent search program by November of the seventh grade. Students who require extended time or fee waivers should contact talent search programs early in September.

Eighth Grade

- Discuss the transition to high school with your parents and guidance counselor. Develop a master plan that includes (a) an academic plan listing courses required for high school graduation and courses you *want* to take during the next four years and (b) a time management plan that will address the hours you spend in classes, the hours needed for homework, and the time you require for extracurricular interests, family activities, rest, and relaxation.
- Look for ways to investigate career options and opportunities. Take career exploration tests such as California Occupational Preference System (COPS), FIRO, or JOB-O. While seventh or eighth grade is much too early to make college and career decisions, you can learn something about yourself.
- Volunteer your time. This is an excellent way to explore careers and develop community spirit.

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- Look for ways to strengthen your study skills in specific academic areas. Improving study skills can help you manage your time wisely.
- Experiment with new academic courses and extracurricular activities.
- Broaden your skills; for example, learn to type or to use a computer.
- Plan a creative summer. Many programs have early enrollment deadlines. *Start planning no later than December.*
- Develop several methods for seeking information. Read books, magazines, and newspapers that interest you, and learn how to ask good questions.

Ninth Grade

By ninth grade, you should have developed a 4-year plan that will help you decide how to use your in-school and after-school hours most effectively.

- Review your 4-year plan with your high school counselor and parents; a group conference is an ideal way to plan for the future. Consider short- and long-term educational goals. The more selective colleges will check to see whether or not your courses represent the most challenging program offered by your high school. Think about the following:
  - ☐ What courses are required for high school graduation?
  - ☐ What courses are required for college admission?
  - ☐ What additional courses do you want to fit into your schedule?
  - ☐ What additional academic areas would you like to explore that are not offered by your high school (e.g., philosophy, archaeology)? Consider a summer program.
  - ☐ What extracurricular activities do you want to fit into your schedule?
  - ☐ What activities are you committed to that you want to continue?
  - ☐ What activities do you want to eliminate?
  - ☐ What portion of college costs will be your responsibility? Do you need to work during high school?
- If your high school includes a career center or multimedia center, get to know the people who work there and the resources available. Explore computer-assisted college planning programs.
- Try out several extracurricular activities, especially activities that include community service or leadership opportunities. Pursue any hobbies that interest you. Share your talents with others by volunteering. *Get involved.*
- Read widely. Exposure to different kinds of material will improve your vocabulary and language skills. For example, read newspapers (your local paper, the *New York Times*, etc.), magazines (news, business, sports, and special interest magazines), and books (biography, history, science fiction, adventure, novels, poetry, and drama).
- Familiarize yourself with the most recent version of the Preliminary Scholastic Assessment Test (PSAT). Obtain a *Student Bulletin* (free from CEEB) to learn what the test is like, how students may prepare, and how scores are reported and used.
- Investigate computer-assisted career guidance programs such as *Career Options, System of Interactive Guidance and Information* (*SIGI* or *SIGI PLUS*), or *DISCOVER.*
- In the spring, review your 4-year plan with your guidance counselor and parents.

Tenth Grade

- The PSAT is given in October. Be sure to sign up. When you are in 11th grade, your PSAT scores are used for the National Merit Scholarship Qualifying Test (NMSQT) and the National Merit Hispanic Scholarship. Scores don't count this year—just take the PSAT for practice. See your guidance counselor for instructions on how to sign up.
- Through the PSAT/NMSQT, you can get mail from colleges and universities that are interested in students like you. The Student Search Service enables colleges to send you information if you want to receive it. Start a filing system to organize the information you receive.

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- Become familiar with college reference books (e.g., CEEB's *College Handbook* and *Index of Majors*) and computer-assisted college-planning programs (e.g., *GIS*, Peterson's *College Selection Service*, or The College Board's *College Explorer*). Visiting a local library or bookstore will help you become familiar with different types of reference materials and what each can do for you.
- Visit a nearby college and take a tour. Check to see whether your school has college videos.
- Take SAT-II: Subject Tests at the end of 10th grade in any subjects in which you have done well but do not plan to continue studying in high school (e.g., biology, foreign language). *Remember*: You may only take three tests per session. If you wait until senior year, you may not be able to take as many Subject Tests as you want.
- Plan a meaningful summer activity. Consider an internship, volunteer work, travel, or spending time with someone who works in a career that interests you.
- Get more involved in your favorite extracurricular activity. Colleges look for *depth* of involvement.
- Continue reading widely (science or computer magazines, books, etc.).
- Look into careers. Find out whether or not your high school administers vocational aptitude tests, interest inventories, learning style inventories, or personality tests. Take all available assessment tests and make an appointment with your counselor to discuss the results. Become familiar with the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*. Pick one or two careers and read about them. Spend some time with someone who works in those fields.
- If computer-assisted career-exploration software is available (*SIGI* and *SIGI PLUS*, *DISCOVER*, or *Career Options*), spend some time exploring.
- By the end of 10th grade, review your 4-year plan and high school transcript with your guidance counselor and parents. Plan for 11th grade by signing up for challenging academic courses, but leave time for rest, relaxation, family activities, your favorite extracurricular activities, and community service.

Eleventh Grade

- Students: Discuss college plans with your parents and counselor. Parents: Make an appointment to discuss college planning with your son's or daughter's counselor. Family discussions with a student's counselor early in the year help clarify everyone's expectations.
- Attend College Night at your school and go to an area college fair.
- Speak with college representatives when they visit your school. Talk to as many as possible. Compare and contrast what they tell you, what you have read, and what you have seen for yourself.
- Make sure you are familiar with the most recent changes in the PSAT. Familiarize yourself with the most recent version of the Scholastic Assessment Test (SAT-I). Obtain a *Student Bulletin* (free from CEEB) to learn what the test is like, how students may prepare, and how scores are reported and used.
- Sign up for the October PSAT. Learn how scores are reported, because PSAT scores are used for the National Merit Scholarship Qualifying Test (NMSQT) and the National Merit Hispanic Scholarship. This time the scores count!
- Plan to take the SAT or ACT in the spring.
- If your scores are not as high as you expected, consider taking a preparatory course. Remember, the cost of a course may not reflect its quality. Try to find one in which the instructor will analyze your answer sheet, provide you with specific information on your strengths and weaknesses, and offer tips and hints on how to raise your scores.
- Take SAT-II: Subject Tests in subjects you will complete at the end of this school year or in courses such as foreign language, even if you plan to continue.
- If you are taking Advanced Placement (AP) courses and doing extremely well, consider taking AP tests. *Choose carefully*. A fee is charged for each test, and studying for AP tests takes a lot of time. Be sure you know what you hope to gain from taking each test. Some colleges offer exemption, credit, or both for AP grades of 3, 4, or 5. If

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you take AP tests, be sure your grades are reported to your high school and sent to the college of your choice.

- Discuss finances with your family. Plan now for summer or part-time jobs if your family expects you to pay for part of your education. Begin early.
- Keep up a good level of academic achievement. This is the year that really counts. Balance work, play, and extracurricular activities. Colleges like to see an upward trend in your grade point average.
- By the end of eleventh grade, review your 4-year plan and high school transcript with your parents and guidance counselor. Are you satisfied with your progress? Are you accomplishing your goals?

Junior Year College-Planning Steps

- Prepare a college-planning portfolio that includes academic courses (including courses taken during the summer or after school), extracurricular activities, community service, achievements, and awards.
- Save your writing samples. Some colleges ask to see all of the drafts as well as the final product.
- Develop a list of 10 to 20 colleges. Work up a comparison chart. Include factors that are important to you, and keep in mind the following factors:
  - ☐ Size (campus; number of students).
  - ☐ Geographic location (urban, rural, North, South, etc.).
  - ☐ Course offerings (Do they teach what you like?).
  - ☐ Cost (tuition, room and board, books, travel to and from home, etc.).
  - ☐ Available scholarships or tuition assistance programs.
  - ☐ Extracurricular activities (newspaper, sports, etc.).
  - ☐ Selectivity (degree of difficulty).
- Some additional points to consider include
  - ☐ Curriculum and course requirements for specific majors.
  - ☐ Student life.
  - ☐ Special programs (e.g., study abroad).
  - ☐ Academic advising and career counseling procedures.
  - ☐ Who teaches freshman courses (professors or graduate assistants?).
  - ☐ Faculty-student relations.
  - ☐ Student access to required readings, laboratory space, and computer terminals (e.g., Are there enough terminals for everyone to use during peak periods such as midsemester and final exams?).
- Spring vacation is an ideal time to visit colleges. Make sure that the colleges you want to visit will be in session, and call ahead for an appointment if you want an interview with an admissions officer or faculty member. Visit several different kinds of colleges (large and small, public and private, "quiet," and "rah-rah party" schools, etc.).

Your Last Summer in High School

- Consider a summer activity such as:
  - ☐ Local or university-based summer school (typing, performing arts, computer programming, engineering, philosophy, etc.).
  - ☐ A summer internship.
  - ☐ School-sponsored travel.
  - ☐ Courses offered by the regional talent search programs. (Some programs offer an opportunity to acquire college credits and try out a college life-style.)
  - ☐ A college planning seminar (offered by many colleges).
- Be sure to ask for letters of recommendation from your supervisor, camp director, formal or informal mentor, or others before you complete your summer activity. Do not wait until the winter. You want these people to write when they remember you best. Ask that the letters be addressed to "To Whom It May Concern," and give the letters to your guidance counselor as soon as possible. Keep copies.
- Send away for application forms for 6 to 10 colleges.

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- Make appointments for personal interviews at colleges you plan to visit in the fall or winter.

Twelfth Grade

- Continue to speak with college representatives who visit your high school. You probably have a file on each college you are considering. Make up a chart that includes:
  - ☐ Application deadlines (including early action and early decision dates).
  - ☐ Financial aid deadlines (they are often different at different colleges).
  - ☐ Notification dates.
  - ☐ Tests required.
  - ☐ Costs.
  - ☐ Number and type of recommendations required.
  - ☐ Interview deadlines and locations.
- Write every important deadline on your calendar. Check federal aid deadlines.
- Securing strong recommendations from your teachers, guidance counselor, and others requires advance planning. Keep the following pointers in mind:
  - ☐ Ask for recommendations from teachers and others who know you well.
  - ☐ Ask for a recommendation from a teacher in the field in which you may wish to major.
  - ☐ Be sure to ask for recommendations well in advance of the deadline.
  - ☐ Provide stamped envelopes that are preaddressed to the colleges.
  - ☐ Provide a self-addressed, stamped postcard that says "I have sent your recommendation to _____ University/College." Ask your teacher to fill in the blank and mail the card to you.
  - ☐ Thank the teacher. Inform him or her of the colleges' decisions.
- *Follow up. It is your responsibility to make sure that letters of recommendation arrive before the colleges' deadlines.*
- Sign up for SATs or the ACT. You may take as many SAT-II: Subject Tests as you wish, but no more than three per test session.
- Make sure that your SAT or ACT scores are sent to your guidance counselor and the schools to which you are applying. Typically, no fee is charged when scores are sent to your high school and three colleges. There may be a fee for additional schools. Every college treats scores differently. Review your scores with your guidance counselor and ask for an interpretation that relates to the schools you are considering.
- Ask your high school registrar or guidance counselor what procedures he or she uses to send your applications, transcripts, letters of recommendation, and supporting materials to the colleges. Find out whether the registrar or counselor has a deadline also. Early in December is typical, but some high schools set earlier deadlines. *It is your responsibility to ensure that applications and supporting materials reach the colleges on time.*
- If your school does not send application forms and supporting material to the colleges for you, then *you* must be sure to send everything *on time*. Pay attention to deadlines.
- Carefully review your high school transcript. If some courses listed are not easy to identify, be sure to add a description of those courses. Also, be sure your school profile or transcript supplement is included.
- Maintain or continue to improve your academic standing. Most colleges look unfavorably upon an applicant whose grades are falling. If one of your grades is falling, write a letter of explanation.
- Continue visits to the colleges you are seriously considering.
- Update your college-planning portfolio. Be sure to add recent achievements and new events that have occurred.

Application Forms

- Consider using the "Common Application," printed and distributed by the National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, VA 22091.

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- Investigate *MacApply, College Link, ExPAN,* or other computerized method for completing a college application.
- Recheck deadlines. Start filling out application forms early in the fall. Learn how to complete an error-free application.
- Make extra copies of each application form. Use the copies for practice before filling out the originals.
- Unless instructions say otherwise, type everything. If you can't type, consider using a computerized application such as MacApply. Have someone proofread every word on your application forms. *Correct all errors.*
- Applications require objective and subjective information. Subjective information includes the presentation of extracurricular activities. Provide information that makes you "come alive" to the reader and that clearly demonstrates your ability to do college-level work. When possible, document your activities and demonstrate long-term commitment. Be specific about things you did that may not appear on your school records. For example:
  - ☐ If you played on a sports team that had a national ranking, include a newspaper clipping.
  - ☐ If you tried out for the varsity team but did not make it because of tough competition, include an explanation. It is better to have tried and lost than never to have tried at all.
  - ☐ If you spend every Saturday baking bread for a community service group or for your family, tell about it.
  - ☐ If you are working on a long-term science project at home, show it to a science teacher. Ask the teacher to enter it in a contest or write a letter for you about the project.
  - ☐ If you write poetry, draw cartoons, or construct games or puzzles, document your interest by entering a contest or include copies of your work.
  - ☐ If you have a high level of competence in music or art, check procedures for submitting music tapes, art portfolios, and the like.
  - ☐ If your transcript is a "roller coaster" of ups and downs (grades that vary from A to F) or has any quirks that need to be explained, provide an accurate picture of yourself by explaining what happened during the tough periods and what, if anything, you learned.

Interviews. Sign up early. Guidelines for interviews are included elsewhere in this book. Keep in mind the following basic rules:

- One purpose of the interview is for you to find out what a specific college offers that will assist you in reaching your goals. Another is to provide you with the opportunity to give the college information about yourself that is not apparent from a review of your application and other records.
- The interview *might* be a deciding factor.
- A good interview takes preparation. Read the catalog before the interview, and be ready to show your familiarity with the college.
- Ask good questions. For example: Who teaches freshman courses? and What is the school's recent experience in placing alumni in graduate schools, professional schools, and jobs?
- If you have a particular academic interest or want to combine academic majors, this is the time to ask how the college can assist you.
- Do *not* ask questions to which you can find answers by reviewing the catalog or other written material.
- Write a note of appreciation to your interviewer within 1 week following the interview.
- Consider asking to be interviewed by an alumnus, especially if your grades are marginal. Alumni are particularly helpful if you are applying to a private college.

Note. Some colleges have eliminated on-campus interviews. Instead, you are contacted by local alumni after your application is received.

Essays. The more competitive colleges require essays and detailed written analyses of extracurricular activities.

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- If a college does not require an essay but asks a question in the application that allows you to write one, take the opportunity to do so.
- Keep in mind that colleges look for evidence of some of the following traits:
  - ☐ Writing ability.
  - ☐ Intellectual curiosity.
  - ☐ Initiative and motivation.
  - ☐ Creativity.
  - ☐ Self-discipline.
  - ☐ Character.
  - ☐ Capacity for growth.
  - ☐ Community service.
  - ☐ Leadership potential.
- Ask your teacher or counselor to review your essays. Spelling and grammar must be perfect, and neatness counts. Keep copies of everything you write.

Waiting Lists. If you are placed on the waiting list of a school you really want to attend, there are several things you can do.

- First, ensure your place at a school that accepted your application by sending a deposit.
- Find out what being on the waiting list means at the particular college (e.g., How many students do they usually accept from the waiting list, and do they rank students on the waiting list?).
- Ask your guidance counselor to find out why you were placed on the waiting list. The reasons will help determine the best action to take. For example, if your folder indicates specific weaknesses, you may be able to submit substantive additional information that will influence the dean or director of admissions of the college.
- If the college considers you a viable candidate, one who will be accepted if a vacancy develops, ask your guidance counselor to lobby actively for you.
- Write to the dean or director of admissions, indicate your intent to attend the school, and ask for a review of your folder. State your reasons for requesting a review.
- Consider any other influence you can bring to bear. For example, you may know alumni who will support your admission. Be careful, however, of overkill.
- Find out the projected schedule for admitting students on the waiting list. Ask when you can expect a decision from the college.
- Consider attending your second-choice college or university for 1 year. You may have a better chance as a transfer applicant than as a graduating high school senior if you can prove that you are capable of high achievement.

What if you are rejected by all the colleges you applied to? Do not despair. Ask your guidance counselor to find out the reason for *each* rejection. Compare them. Is there a pattern or central theme? The answers to the following questions will determine your action:

- Were *all* the schools flooded with applications this year?
- Was there some confusion regarding the presentation of information in your application?
- Did you have a specific academic weakness?

If there is no central theme, perhaps you miscalculated your options. For example, did you apply to a range of schools that included at least one that you knew would accept your application and several schools whose admission requirements matched your credentials?

Ask your counselor for advice. The following are some possible actions you can take:

- Look at other colleges with similar characteristics.
- Submit additional applications to colleges with "rolling" or late admissions policies.
- After June 1, inquire about unanticipated openings. (This is called "summer meltdown.")
- Spend a year investigating career paths: find an internship, work in a law office, or volunteer for a community service project.
- Spend a year bolstering your academic weaknesses. Take courses at a local community college to prove that you can do college level work.

Look for a sense of direction and begin again!

Time Line Consultant: Shirley Levin, College Bound, Inc., Rockville, Maryland.

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RESOURCES FOR INVESTIGATING SUMMER OPPORTUNITIES

The following publications provide lists and descriptions of enrichment programs for gifted students.

Educational Opportunity Guide
A Directory of Programs for the Gifted
Duke University Talent Identification Program
P. O. Box 90747
Durham, NC 27708-0747

Summer On Campus: College Experiences for High School Students
Shirley Levin
The College Entrance Examination Board
College Board Publications
P. O. Box 886
New York, NY 10101-0886

Summer Opportunities for Kids and Teenagers
Peterson's Guides
202 Carnegie Center
P.O. Box 2123
Princeton, NJ 08543-2123

Directory of Science Training Programs
Science Service
1719 N Street, N.W.
Washington, DC 20036

Teenager's Guide to Study, Travel, and Adventure Abroad
Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017

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Commission on Precollege Guidance and Counseling. (1986). *Keeping the options open: Recommendations*. New York: College Entrance Examination Board.

National Association of College Admissions Counselors. (1986). *Frontiers of possibility: Report of the National College Counseling Project*. Alexandria, VA: NACAC Publications.

3. Planning for Gifted Students: What Makes Them Different?

COMMON MYTHS

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help: If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: A world of opportunities lies before the student.
- Gifted students are self-directed: They know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted underachievers need to be pushed to try harder; they need to get organized.
- Gifted students are social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and should always assume extra responsibility.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.

Before we proceed with the discussion of college and career-planning processes, it is essential that we understand what is meant by *gifted*—how to recognize gifted students, their special problems, and their special needs. This is particularly important because of the wide range of interpretations associated with virtually every reference to gifted students and the confusion that range of interpretation creates.

The definition of *gifted* has been plagued by controversy for almost 50 years. Since 1972, a federal definition has guided most state definitions (Marland, 1972). State educational standards, based on the federal definition, provide guidelines that, in effect, determine which students might be provided with special services.

Public Law 100-297 (1988) has provided schools with the most current national definition of giftedness:

> The term "gifted and talented students" means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. (PL 100-297, Sec. 4103. Definitions)

During the past 20 years, groundbreaking research has provided us with new conceptions of intelligence and challenged us to redefine giftedness (Gardner, 1985; Ramos-Ford & Gardner, 1991; Sternberg, 1985, 1986, 1991). Traditional assessment practices and procedures have been questioned. A recent Department of Education report (Ross, 1993) argued for a broadened definition of giftedness and challenging curriculum

standards for all students, including those who are talented. Despite compelling arguments to broaden our conceptions of gifted, secondary school students are often identified because they are academically talented, high-achieving students who have acquired strong test-taking skills. There are, however, many gifted students who are not identified or provided with challenging learning opportunities, and who, to achieve their potential, should be provided with appropriate counseling services.

GIFTED ADOLESCENTS

All adolescents need to feel accepted, understand themselves, feel in control of their lives, make decisions independently, and set goals for the future. They need to function in a highly complicated world and find satisfaction, self-fulfillment, and a sense of purpose. Gifted adolescents, because of their unique combinations of intellectual and social/emotional characteristics, have a more difficult time with these tasks than their typical peers (Buescher, 1985, 1987a, 1991; Colangelo & Zaffrann, 1979; Kaplan, 1980, 1983a; Manaster & Powell, 1983). For them, defining a personal identity is complicated by their giftedness.

Understanding gifted youngsters and their behavior requires an understanding of general adolescent maturation, the unique intellectual and social/emotional characteristics of gifted students, and how cognitive and affective attributes combine to influence and complicate development (Buescher, 1985, 1987a, personal communication, 1987).

Table 3-1 provides a conceptual model that shows

- How gifted students differ from their age-mates and one another.
- How each student's characteristics may be viewed as an asset or a liability, positively or negatively, depending on interpretation, context, or setting.
- The dilemmas and needs encountered by each student, depending on his or her characteristics.
- The complex relationship between intellectual development and social/emotional development.

The following examples merely begin to illustrate this concept of giftedness and the ways in which the gifted student may feel successful or encounter problems, depending on how his or her characteristics are viewed by others and on the setting.

Joanne. Joanne, a concrete, analytical student, is able to read maps quickly, can plan routes, and is often nominated as trip planner when her family and friends travel. In preparation for a college interview 300 miles away, she analyzed six different routes to find the most direct and scenic route. When the family reached their destination, Joanne was greeted by the interviewer, who casually asked, "How was your trip?" Joanne spent the half-hour interview explaining the six alternative routes and the reasons for her choice.

John. John, an abstract, conceptual student, was fascinated by the relationship among the ideas of Einstein, Picasso, and Joyce. He developed a paper, titled "The Climate of Opinion in the Early Twentieth Century," relating Einstein's theory of relativity, Picasso's cubist work, and James Joyce's *Portrait of the Artist as a Young Man.* John's thesis was that a fragmentation of reality had occurred simultaneously in mathematics, art, and literature. John's social studies teacher noted that the paper was late and reduced his grade from A to B. The teacher also noted John's problem with deadlines in the college recommendations he prepared. Other teachers noted that John sometimes did not complete assignments at all. Because all work he does complete is superb, his grades are usually B's and C's, a balance among the A's for what has been completed on time, the B's for late work, and the F's for assignments that are never turned in.

Jack. Jack, a divergent, synthesizing student, writes award-winning poetry and creates sensitive lyrics for musical productions. When his class graduated from high school, he wrote a commemorative limerick. The title, "O Pioneers!", paraphrased Willa Cather. Jack referred to his classmates' 4 years together as a "differential calculus" of experiences. Jack's English teacher constantly criticized Jack's elaborate creative compositions, focusing primarily on the structure of the language used —punctuation and rules of grammar. Jack received C's and D's because he did not follow the teacher's specific grammatical model. He frequently was unable to produce what was expected; therefore, his grade point average was not spectacular.

TABLE 3-1

Developmental Characteristics of Gifted Adolescents

Characteristic	*May be Seen as*		*Examples of Dilemmas/Needs*
	Positive	*Negative*	
INTELLECTUAL QUALITIES			
Convergent	Sequencing Highly retentive	Unable to take risks	May remain a "mapper"
Divergent	Creative/innovative A risk-taker	Unable to evaluate consequences of risk	May remain a "leaper"
Concrete	Having wealth of specific information	Providing nonessential information	May not establish priorities May not define tasks
Abstract	Understanding and creating structure	Rejecting essential detail	May not sequence work May not complete entire task
Analytical	Evaluative of evidence	Judgmental of people	May become unwilling to compromise
Structuring synthesizer	Forming ideas into coherent structure or framework	Ignoring elements that do not fit structure or enhance framework of ideas	May not be able to consider ideas that provide challenge to structure
SOCIAL/EMOTIONAL QUALITIES			
Multipotential	Having a wealth of talents	Overextended	May not establish priorities
Concentrated commitment	Highly productive Producing high-quality work	Totally focused on work	May become a workaholic
Diffused interest	Having broad range of interests	Unwilling to commit	May be considered an underachiever May not develop potential
Intensely focused	Having depth of understanding	Procrastinating Unable to reach closure	May require a great deal of time to complete projects
Outer locus of control	Sensitive Receptive Perceptive	Vulnerable Unable to make choices Overreactive	May be influenced by expectations of others May fear failure May become an underachiever
Inner locus of control	Idealistic Reflective Resolute	Naive Self-absorbed Impenetrable	May need strong support for ideas May need strong support for self

Note: Matrix developed by Sandra Berger and Gail Hubbard.

DEVELOPMENTAL CHARACTERISTICS OF GIFTED STUDENTS

The matrix presented in Table 3-1 lists the chief intellectual and social/emotional qualities that gifted students possess. The following discussion expands on those qualities.

Intellectual Characteristics

Convergent Thinkers. Gifted students whose thought processes are convergent think and reason in a well-organized, logical, orderly, sequential manner. They are "mappers." Their reasoning process follows a well-planned route in search of "the right answer." These students tend to be methodical and predictable.

This cognitive trait, like all characteristics displayed by gifted students, can be an asset or a liability. Students who think convergently may follow instructions well, keep calendars, produce neat notebooks, and complete assigned work on schedule. Teachers often think highly of these students, easily identifying them as both gifted and hard-working. However, such students may focus so intensely on the steps or sequence of a task that they lose sight of the total structure or goal. While extraordinarily able to solve problems given to them, they may have difficulty identifying problems themselves. They may be extremely uncomfortable if asked to provide their own structure for an assignment.

Gifted students with a convergent intellectual style usually have excellent grade point averages. Filling out college applications may be relatively easy—until they come to the essay portion. The more open-ended the question, the more uncomfortable the student will be. Open-ended interview questions may also be difficult for the convergent thinker.

Divergent Thinkers. Divergent-thinking students move directly from concept to conclusion or solution, often without knowing how they got there. They are "leapers." These students take intellectual risks, often without evaluating the consequences of these risks.

To generate unique products, divergent-thinking students use a heightened capacity for perceiving unusual relationships between common but contrasting images and ideas, combined with an ability to analyze and elaborate. They exceed the boundaries of conventional logic, typically redefining problems to create unusual solutions. Teachers and parents describe these students as innovative but undisciplined. The students may reach solutions without understanding the process they followed. They may be unable to duplicate solutions, and they may not test their results. Many students who think in a highly divergent fashion are characterized as underachievers by counselors, teachers, and parents. These students may develop a fear of failure because they do not understand the process by which they reached an answer well enough to control that process and reproduce the result.

Gifted students who are "leapers" may be academically unsuccessful in highly structured classes, in part because they have not learned to document their work or because they are uninterested in working within a set structure. Mathematically gifted students of this type may not be able to systematically select strategies that are appropriate for solving computational problems. Yet such students may win national mathematics contests because of their ability to solve complex problems within a given time limit. A gifted language student might win a poetry prize for a poem replete with unusual images, but fail a freshman composition paper because of an unwillingness to adhere to grammatical conventions.

Divergent-thinking students can frequently develop innovative college essays, and they often interview well. Unfortunately, their grade point averages may reflect an undisciplined approach to solving problems and their inability to show all their work. These students should be made aware that some colleges have highly rigid course requirements that may not be compatible with their preferred ways of learning.

Concrete Thinkers. Some gifted students prefer to learn through concrete experience (Kolb, 1983; Piaget, 1972). They want to be actively involved in learning. For example, if such a student wants to learn to sail a boat, he or she might get into the boat and, through a process of experimentation, learn to sail. The student might overturn the boat several times while learning to sail; nonetheless, this hands-on method of learning is still preferred. Such a student can be a real safety hazard in a chemistry laboratory.

The ability to think concretely can be an asset or a liability. Some gifted students who are concrete thinkers are highly retentive, absorbing information almost the way a sponge absorbs water. Parents and teachers comment that these students answer questions by providing more information than anyone wants to know. Some of these students know a little about many topics and hence are extremely good at such games as Trivial Pursuit. Others know a great deal about one or a few topics, preferring depth of knowledge to breadth and scope. Either approach can be beneficial or constraining.

When a student takes a multiple-choice standardized achievement test, a wealth of information combined with quick recall and test-taking skills is likely to result in high scores. If the wealth of information is concentrated in only one area, however, the student will be less successful on such standardized measures.

The concrete-thinking student may overwhelm a college interviewer with facts, both relevant and irrelevant, on a given topic. The result may leave the interviewer with serious questions about the student's ability to organize and rank ideas. On the other hand, if the interviewer shares the interest of the student (such as might be the case when a student interviews with an academic faculty member in an area in which the student plans to major), the conclusion of the interviewer may be that the student is brilliant. Like many other gifted students, concrete thinkers need to rehearse the interview to avoid problems that accompany their cognitive style.

Abstract Thinkers. Gifted youngsters are capable of, and may even prefer, abstract thinking to practical, concrete reasoning. Such thinkers are often highly intuitive. At an early age, they use their cognitive abilities to conceptualize and reason inferentially. This trait is often the basis for an early social awareness—a belief in justice, mercy, and universal ethical principles (Davis & Rimm, 1985; Kohlberg, 1969).

These students are good at forming and expressing ideas. They create marvelous prose that, on the surface, may be convincing. However, a closer look may reveal that none of the ideas is documented, grounded in fact, or based on any genuine information.

Abstract students may have difficulty documenting their ideas on essay examinations or on Advanced Placement examinations. They may have difficulty answering on college applications autobiographical essay questions that are meant to be based on concrete experience (see Chapters 4 and 6). On the other hand, they frequently impress teachers and college admission staff members with their grasp of conceptual frameworks.

The ability to think abstractly can be taught to students who tend to approach subject matter from a concrete point of view. The reverse is also true: The ability to reflect on concrete experience can be taught to highly abstract students. These skills, however, *must* be taught to the respective students and should never be taken for granted.

Analytical Thinkers. Analytical students dissect ideas, breaking down every situation into its component parts (Powell, 1987). Teachers, parents, and counselors describe analytical students as intelligent and reasonable; they think in understandable and logical patterns.

A student's ability to analyze may be an asset or a liability. Analytical students may be highly evaluative. For example, a highly analytical student may be able to interpret poetry, prose, mathematical problems, and other works at a level unequaled by most adolescents. This ability to analyze is likely to be used on people as well as on evidence, with the student making critical judgments about parents, teachers, and fellow students. This use of the student's analytical ability is not likely to be appreciated.

Teachers recommending a judgmental analytical student for college entrance may be enthusiastic about the student's intellectual abilities and considerably less enthusiastic about the student's relationship with peers. Such a student may dissect the college interview process and, as a consequence, do extremely well. However, it is also possible that the student's critical responses to questions will prove an insult to both the interviewer and the institution.

Structuring or Synthetic Thinkers. Synthetic thinking is the ability to discover and structure new relationships among concepts and ideas using a creative process (Powell, 1987). Students who are good synthesizers use various pieces of information to create coherent structures. However, when a structure has been created, they may ignore critical evidence because it "doesn't fit." While the ability to analyze is a prerequisite to recasting concepts into new frameworks, students who synthesize tend to be intuitive and reflective as well as analytical.

While synthesis can be taught as an intellectual skill, some students structure, reflect, and restructure concepts at a very early age. Parents and teachers describe them as "marching to the beat of a different drummer." They intuitively define and redefine ideas creating new works all the while.

While their work is frequently valued by teachers, students who synthesize may find it difficult to accept any criticism of their work that would alter its structure. Revision may be a difficult concept to contemplate, much less accept.

In developing any work, whether a term paper or a college essay, such students may be reluctant to consider a second draft. They may also be reluctant to reconsider ideas from a different perspective. However, students who do synthesize are the ones who develop the most unique and coherent papers and college application essays.

Various instruments are used to identify gifted students. Some instruments identify only analytical and/or convergent-thinking students. Others identify only divergent-thinking and/or synthesizing students. Very few single measures identify all types of intellectual giftedness (Sternberg, 1986).

Social/Emotional Characteristics and Maturation

Many counselors, teachers, parents, and researchers believe that the gifted student's level of social and emotional development is "out of sync" with his or her intellectual development (Buescher, 1985; Kerr, 1981; Manaster & Powell, 1983) and that, because of this uneven development, the student may encounter a number of problems. This does not imply that the gifted student is psychologically or socially abnormal; rather, because such students are intellectually advanced, the discrepancies between their chronological age, intellectual development, and social and emotional development may occasionally cause problems. There is further evidence to indicate that high ability is often correlated with specific personality traits (Clark, 1983; Kaplan, 1980, 1983b; Piechowski, 1979, 1986) and that the level of a person's social and emotional maturation may influence the person's ability to manage his or her intellectual capability (Dabrowski & Piechowski, 1977).

Multipotentiality. The problems of so-called multipotential students are well documented (e.g., Colangelo & Zaffrann, 1979; Davis & Rimm, 1985; Kerr, 1981, 1983, 1991; Kerr & Ghrist-Priebe, 1988; Silverman, 1993b). These students are highly capable and participate in a variety of activities. Their calendars present an intimidating display of appointment dates and times. Parents anxiously await the day they will get a driver's license. Many of these adolescents wonder how they will be able to make college and career plans when, on the surface, they like everything and are good at everything.

A high school activities list that continues for pages may be interpreted by colleges in several ways. Such a list may be a signal to a highly selective college that the student has not yet learned to focus on meaningful involvement. By contrast, some colleges and universities will be impressed by such a list and will interpret it as an indication of a well-rounded student. However, students should be aware of the dangers of becoming overextended. Too many extracurricular activities can lower a good grade point average or lead to stress because of the student's inability to handle everything. Carried into the college setting, an attempt to participate in everything may create a destructive academic and emotional environment for the student.

Multipotential gifted students who do not know how to manage their intellectual abilities will have difficulty with adult tasks such as setting long-term goals and making career plans (Kerr, 1983). They need to learn to establish priorities, make commitments, and set their long-term goals. These skills often develop as the gifted student matures emotionally. When multipotential students know how to make decisions and establish priorities, they can focus on the activities they have chosen. This does not imply that they should narrow their interests at an early age. For these students, integration, rather than elimination, is a realistic goal. As they grow older, they need help to determine ways of merging their interests and abilities into career choices, leisure activities, and community service projects.

Concentrated Commitment. When a gifted student is committed to a project, the student's ability to concentrate for long periods of time is unparalleled. However, when required to work on projects in which he or she is not interested, the gifted student's methods of escape may be equally unparalleled. These students establish priorities, focus on specific interests, decide what is important, and produce high-quality work in that area.

This ability to commit oneself to and concentrate on a project often emerges in very young gifted students. Parents say that it may be difficult to interrupt such children even for dinner. Teachers say that although these students produce high-quality projects in their areas of interest, they may be unwilling to work on projects that do not interest them. If such concentration occurs at an early age, the student may eliminate other interests and opportunities prematurely (Marshall, 1981). Parents of college-age students with such traits have been known to become furious when their adolescents ignore college distribution requirements and take only courses that are of interest to them, focusing on one or a few areas.

Concentrated commitment, combined with other characteristics, may be the basis for highly innovative work. On the other hand, if a student is totally engrossed in a single area of effort, this effort may dominate the student's life. While proper guidance will help such students mature and develop interests in a broader range of activities, the students' commitment may enable them to become outstanding leaders in a chosen field. It is important to support such goals while encouraging students to take time for family, social relationships, and relaxation. It is also important to provide guidance to help students avoid making premature

career decisions (Kerr, 1991; Kerr & Ghrist-Priebe, 1988; Silverman, 1993b).

Making good college matches is especially important for high-ability students who concentrate on one academic interest. In general, their overall grade point averages may be low but they may have very high grades in their area of interest. If a student's interest is concentrated outside of school, his or her total grade point average may be uninspiring. This type of exceptional student will need to be placed with care, with extensive use of interviews and essays to indicate the student's area of concentrated commitment to college admission staff members.

Diffused Interest. Some gifted students whose interests are diffuse take a broad range of rigorous courses and are deeply involved in a number of extracurricular activities. Others, however, rush or drift from activity to activity and from interest to interest. They may be unwilling to commit themselves to any activity or interest deeply enough to develop a genuine level of proficiency. If their interests remain significantly diffused, it may be difficult for them to acquire the training necessary for a satisfying career. Many gifted adults end up in careers that are not really interesting to them, in part because they do not put forth the effort to develop in-depth knowledge and competence in an area in which they possess both interest and talent.

Students who skim the surface of knowledge may appear extremely facile, displaying a quick command of easy answers. They may become lazy and very good at hiding their lack of work. Such students should be encouraged to explore their interests but held accountable for producing work of sufficient depth.

These students' admission to college may be based on what seems to be a range of activities and acceptable grades. Indeed, certain gifted students can maintain such appearances with little effort. They may, however, find it difficult to declare a major and may change majors frequently. Without guidance and maturation, such students may not prepare for a satisfying career and may drift through life, vaguely unhappy but with little real understanding of why they are unhappy. In essence, their potential remains underdeveloped.

Intense Focus of Interest. In contrast to students with diffused interests, some gifted students explore the subjects of interest in depth. However, students who are so intensely focused may have difficulty bringing a project to conclusion. This trait may be an asset in the case of a scientist who works on a problem for many years; but it can be a liability in the case of a student who cannot let go of a paper or project.

A high intensity of focus is frequently associated with perfectionism. Students who are exploring an idea in depth may lose all concept of time in their effort to develop a perfect paper, experiment, or philosophical explanation. Frequently, the time expended does not measurably improve the final work, except in the eyes of the student.

Students who are this focused may refuse to turn in work that they regard as substandard, preferring an F to a B. Others may procrastinate; doing a project at the last minute allows them to explain a possible B by saying that the grade would have been an A if enough time had been allowed to complete the project.

These students are the ones who will make the scientific leaps, the surgical innovations, and the literary masterpieces. It is important to help gifted students who focus so intensely at an early age to foster social relationships. It is also important to provide them some form of relief from the intensity of their focus.

This type of student frequently submits a college application on the day it is due—by Federal Express. Only the due date puts an end to agonized writing and rewriting. Revision will continue to dominate this student's assignments, resulting in remarkable work and missed deadlines. Such a student needs help, both in high school and in college, to differentiate between intellectually important concepts that are worth the endless revision needed to produce nearly perfect work and the assignments that should be completed on time without pain and suffering.

Outer Locus of Control. An outer locus of control causes a person to attribute responsibility for outcomes to other people, the circumstances of a situation, or fate (Janos & Robinson, 1985; Whitmore, 1980).

Gifted students are known to be extremely sensitive (Clark, 1983; Davis & Rimm, 1985; Whitmore, 1980). They are observant, open to ideas, tolerant, and insightful. (Sensitivity does not mean thoughtfulness: A sensitive gifted student may not remember his parents' birthdays or anniversaries.) When a student possesses an outer locus of control, his or her openness to ideas (i.e., sensitivity) may create an openness to being hurt (i.e., vulnerability).

Research and interviews indicate that a gifted student's locus of control governs the way he or she is influenced, positively and negatively, by conflicting expectations (Janos & Robinson, 1985; Whitmore, 1980). Sensitivity to the pull of perceived expectations (from parents, teachers, and peers) and the push of their own

extraordinary standards may create personal conflict for these students. Gifted girls and some students of ethnic and multicultural groups may be more vulnerable to conflicting social expectations and peer pressure than others (Baldwin, 1985; Kerr, 1985b). A subsequent section explores this issue more thoroughly.

Some gifted students, because of their advanced intellectual development and sensitivity to expectations they perceive as conflicting, have difficulty handling common adolescent social drives such as belonging to a group and establishing a separate identity (Buescher, 1985; Kaplan, 1983a; Manaster & Powell, 1983). Like all adolescents, they want group approval, but they may have difficulty establishing the social relationships they need to get it. Students with an outer locus of control may have their college or career choices made for them by parents, teachers, or peers—perhaps inappropriately. Help in self-exploration and exploring college offerings is especially important with these students. Thoughtful career exploration during high school and college will assist them to establish appropriate career goals.

Students with an outer locus of control will often have difficulty writing college essays. Since they have relied on others for their own self-definition, they do not know how to define themselves in their own terms. Writing a college essay under careful guidance can help such a student develop a better balance between outer and inner loci of control.

Inner Locus of Control. An inner locus of control allows a person to take responsibility for choices and recognize outcomes as self-produced (Janos & Robinson, 1985; Whitmore, 1980).

Students who have an inner locus of control will be self-directed and exhibit strong personal autonomy. As such, they may examine their reasons for action reflectively. They will determine their own self-concept, rather than having it determined by others.

Inner-directed students are not as anxious to please others, and they may be described as nonconforming. Their independence of thought and action may not be acceptable to either parents or teachers who approach such adolescents from an authoritarian stance. Students who have an inner locus of control may be more interested in learning for the sake of learning and less responsive to the pressure of the grade point average.

Students with an inner locus of control may be seen as uncooperative, unwilling to go along with the group, or unwilling to compromise ideals. Those who work with such adolescents need to support both their self-determination and their right to express their ideas. In return, the students may need guidance to accept the points of view of others.

Such a student frequently decides, for cogent reasons, to apply to a particular group of colleges and then composes excellent college essays. The student's grade point average may not be strong. It is critical to match this type of student with a college or university that not only accepts differences among its students but rejoices in them.

Interviews for this book uncovered some remarkable ways that sensitive guidance counselors, educators, and parents can help gifted students. For example, one counselor, working with two highly analytical, judgmental gifted students, used each student's analytical ability to help both students solve problems with their gifted peers. Each student was confused about why he seemed to alienate his peers. The counselor asked each to observe the behavior of the other and offer suggestions on how things could be improved by a change in behavior. The approach worked very well. The counselor's ability to use each student's dominant cognitive strength solved the problem and assisted both students with life-style issues. This example illustrates how an adult can help gifted students by understanding how their characteristics can be used as strengths.

Note. This matrix explanation was developed by Sandra L. Berger and Gail Hubbard.

SPECIAL COLLEGE-PLANNING PROBLEMS ENCOUNTERED BY GIFTED STUDENTS

Because of their unique characteristics, gifted students have problems beyond those of most students who consider college and career choices. Multipotentiality, sensitivity to competing expectations, uneven development, dissonance, a sense of urgency, idiosyncratic learning styles, and a potential long-term investment in higher education add to the complex dilemmas encountered by most students.

Multipotentiality

The ability to develop a wide variety of aptitudes, interests, and skills to a high level of proficiency is recognized as a mixed blessing (Colangelo & Zaffrann, 1979; Delisle, 1982; Fredrickson, 1979, 1986; Kerr, 1981, 1991; Kerr & Ghrist-Priebe, 1988). Many of these students have heard over and over again, "You can be anything you want." But that is precisely the problem. Multipo-

tential gifted students seem to suffer from a wealth of riches. Some of these youngsters excel in every academic subject and activity—they are generalists. As young adults, they frequently encounter career decision problems.

The college-planning approach outlined in this book will be particularly useful if any combination of the following problems is identified (Kerr, 1990):

- The student complains of too many career choices and does not know how to investigate possibilities.
- Vocational exploration tests show a high, flat profile; that is, the student shows high aptitudes, abilities, and interests in every area.
- The student excels across achievement tests, courses taken, and activities pursued, but cannot specify two or three career options.
- The student appears to be unfocused and constantly vacillates when exploring the variety of available colleges and possible careers.
- The student feels that because one area of talent cannot be clearly identified, he or she cannot do anything well.

Sensitivity to Competing Expectations

Sensitivity and receptivity are great assets, and they permit a student to be receptive to imaginative, creative ideas. Like multipotentiality, however, these characteristics can be a mixed blessing when students plan for college and a career. Heightened sensitivity is often accompanied by heightened vulnerability to criticism, suggestions, and emotional appeals from others. Often, others' expectations for talented young people compete with their own dreams and plans. Delisle (1982) in particular has pointed out that the "pull" of an adolescent's own expectations must swim against the strong current posed by the "push" of others' desires and demands. Parents, relatives, friends, siblings, teachers—all well-intentioned—are eager to add their own expectations and observations to the bright students' intentions and goals. The dilemma is complicated by the numerous options within the reach of a highly talented student: The greater the talent, the greater the expectations and outside interference (Kerr, 1990).

The individualized approach outlined in this book will be particularly useful in addressing any of the following problems (Kerr, 1990):

- The student makes decisions based solely on a fear of disappointing others.
- The student constantly resists all advice and direction from parents and teachers.
- The student is always dissatisfied with everything attempted or accomplished and regularly expresses feelings of worthlessness.
- The student procrastinates indefinitely or fails to finish what is started.
- The student avoids courses or activities in which success cannot be guaranteed.
- The student concentrates prematurely on a single area of intellectual strength and is unwilling to explore a variety of academic disciplines.
- The student avoids planning for the future.
- The student says that parental expectations inhibit his or her ability to make decisions.
- The student's accomplishments are "worn as a badge" by parents and/or schools, reinforcing unrealistic expectations.

Uneven Development

Many researchers, counselors, educators, and parents are aware that, in general, the gifted student's level of social and emotional maturation may not keep pace with his or her advanced intellectual development (Buescher, 1985; Kerr, 1981; Manaster & Powell, 1983). During the interviews conducted for this book, educators and parents expressed frustration. Remarks such as "He's brilliant, but he's still a child" allude to the notion that educators and parents expect the gifted student's intellectual development to be an appropriate yardstick for social and emotional growth. Some counselors, teachers, and parents seemed mystified by the gifted student's ability to create products far more advanced than his or her age-mates, while failing to establish satisfying social relationships, make decisions, and establish both short- and long-term goals. Many of these students cannot establish priorities.

Highly gifted students often have difficulty finding others like themselves. Consequently, it should not be surprising that establishing social relationships, a skill that is acquired through peer contact, may not be developed to the same degree as their intellect. Furthermore, their predisposition toward intellectual growth may actually get in the way of social and emotional development. Some emotionally immature students may be significantly lacking in perspective and objectivity. They may think abstractly, but be totally unreflective (Buescher, 1985). According to one counselor inter-

viewed, the students see these inconsistencies in themselves and feel frustrated, but they do not know what to do. They need help in sorting out which aspects of their lives they can control and which they cannot.

Dissonance

By their own admission, talented adolescents are often perfectionists. They have learned to set high standards, and often to expect to do more and be more than their abilities might allow. Childhood desires to do demanding tasks *perfectly* become compounded during adolescence. It is not uncommon for talented adolescents to experience real dissonance between what is actually done and how well they *expected* it to be accomplished (Buescher, 1991). Often the dissonance perceived by young people is far greater than most parents or teachers realize.

A Sense of Urgency

The director of a regional talent search program described the way some gifted students react when they think about college planning: "Part of being bright is feeling you have to have closure on any kind of decision process .... [Some gifted students believe] 'if I sit down today and think about what college I'm going to go to, tonight I have to know'" (T. Buescher, personal communication, August 1987).

Some gifted students are eager to find solutions for difficult questions and are inclined to make difficult but immediate decisions about complex problems. Their impatience with a lack of clearcut answers, options, or decisions drives them to seek answers where none readily exist, relying on an informing, though immature, sense of wisdom (Buescher, 1987b). The anger and disappointment when hasty conclusions fail can be difficult to cope with, particularly when less capable peers gloat about these failures.

Idiosyncratic Learning Styles

Research has identified the following as some of the special needs of gifted students:

- Abstract-thinking intuitive students often grasp ideas and concepts quickly. These students, particularly those with a visual-spatial learning style, prefer learning and solving problems by looking first at the whole picture and then at various parts. They intuitively understand patterns. Typical sequential, step-by-step teaching methods may not work for them. They benefit from courses that connect or integrate academic disciplines (e.g., philosophy, archaeology, ancient languages) and other activities that stimulate the synthesis of concepts across academic disciplines.
- Students who prefer to explore each subject of interest in depth may need extra time to complete assignments. Because of their intense focus, these immersion learners may require colleges that minimize distribution requirements, allow students to take as few as three courses each semester, and/or provide a tutorial system.
- Divergent-thinking students may be creative, fluid, and spontaneous (Torrance, 1970, 1981a). Some have a difficult time with structured, sequential, secondary school courses. They may need flexible teachers or tutors and may have difficulty locating colleges that meet their diverse needs. They may need a flexible curriculum with minimal distribution requirements.

Because of their idiosyncratic learning styles, some gifted students may respond best to secondary school classes that provide a combination of self-directed study, theory readings, case studies, thinking alone, reflective writing, and feedback provided by intellectual peers. Relatively few high schools are able to provide this type of differentiated structure, but an appropriate choice of college may solve some of the problems these students have encountered.

SPECIAL NEEDS OF SPECIFIC GROUPS

Gifted Preadolescents

Gifted preadolescents (ages 11–13) are included among those with special needs because they confront some unique problems that separate them from their agemates and from older gifted adolescents. Their chronological age, intellectual ability, behavior, and the expectations they have of themselves, their teachers, parents, and peers may all be discordant. These attributes cause conflicts and problems that "reach beyond the normal dimensions of adolescence" (Buescher, 1985, p. 11). Gifted preadolescents find it particularly difficult to accommodate their personal intellectual and social/emotional needs while simultaneously meeting

the perceived expectations of others (Elkind, 1984; Manaster & Powell, 1983; Whitmore, 1980).

Like most gifted students, gifted preadolescents exhibit the advanced intellectual ability and idiosyncratic ways of learning depicted in Table 3-1. These youngsters can conceptualize, see alternatives, and formulate diverse patterns and relationships. However, their advanced intellectual abilities do *not* necessarily mean that

- they are as advanced in social and emotional areas as they are intellectually;
- they know how to manage and direct their intellectual abilities;
- they know how to study, or are taught in appropriate ways; or
- they perform consistently.

Gifted preadolescents also share the social and emotional characteristics shown in Table 3-1. They may be multipotential, unfocused, and highly sensitive to perceived expectations. They may be concerned about disappointing their parents, teachers, and peers. Some students are caught between the push of their own expectations and the pull of expectations that are implicitly or explicitly transmitted by others.

Research and interviews with educators and students have indicated that many young gifted students have formed premature, arbitrary, and sometimes unrealistic ideas regarding their choice of a college. For example, using the student questionnaire presented in Chapter 5, a group of seventh- and eighth-grade gifted students was asked why each of them wanted to go to college, whether they had any ideas about a particular college or group of colleges they might choose, and whether they thought their parents' responses to the questionnaire might be different from their own. Students were asked to respond to the questionnaire by rank-ordering five choices. Their choices included the entire range of possibilities listed. By contrast, their mental lists of college choices were relatively narrow. The students wanted to attend prestigious and "brand name" universities, schools attended by their parents, or local community colleges. In most cases, they said their parents agreed. During the discussion, students expressed concerns about the label "gifted," teacher expectations, the rigor of the courses they were taking, the grades they earned, and pleasing their parents. The students were concerned about the future, but they did not yet have an inner sense of direction.

Concerns expressed by students, counselors, teachers, and other professional educators indicate that gifted preadolescents need information and reassurance. Information should be provided regarding (a) opportunities for exploration, including a wide range of academic course offerings and extracurricular activities; (b) opportunities that relate academic subjects to careers; and (c) time management and decision making.

Reassurance is needed with regard to college planning. Preadolescent students need to know that (a) college and career decisions do not have to be undertaken in their very near future; (b) college and career decisions are a multistep longitudinal process, based on personal values, interests, and needs; and (c) college and career decisions may change. Gifted people frequently change colleges, academic majors, and careers.

One intermediate magnet school in Maryland accomplishes these objectives through counseling, course offerings, and teaching strategies. This school teaches gifted students to manage and direct their intellectual abilities and offers them an opportunity to broaden their options by providing concrete information on career planning. By the end of high school, these multipotential students may be able to focus on academic majors and select a college based on self-knowledge, an understanding of college offerings, and an understanding of how college offerings relate to careers.

What Counselors Can Do. To deal with the special needs and problems of gifted preadolescents, counselors should develop programs that are specifically designed for them around the following topics:

- What it means to be gifted (i.e., the implications of the label).
- Relationships with peers and adults.
- Career awareness and exploration.
- Study skills, time-management techniques, and decision making.
- Other areas known to cause negative stress.

Counselors should also provide information on sources of enrichment, such as regional talent searches, university-based summer programs, internships, mentorships, or any other program in which students can find appropriate intellectual stimulation, intellectual peer groups, and opportunities for social and emotional development.

What Teachers Can Do. Teachers of gifted preadolescents should find approaches to their academic disciplines that establish a relationship between those disciplines and other disciplines, as well as between those disciplines and the world of careers. For example, a history teacher can explain the different ways that social scientists (e.g., cultural anthropologists) use historical facts to document their work. A science teacher can explain ways that scientists are creative individuals.

The teacher should teach study skills that are appropriate to a given academic discipline, but specifically designed for the diverse learning styles of gifted students. For example, the convergent student follows a sequential process in search of an answer while the divergent student asks, "What would happen if . . . ?" Both groups are problem solvers; however, they reach solutions in entirely different ways. The teacher should take these different styles into account in teaching the material.

Finally, the students must be taught to write effectively. Toward this end, the teacher should encourage them to base their ideas on research and reflect on their discoveries (Macrorie, 1984). Also, the teacher should have the students keep a journal, to be used eventually for college and/or career planning.

What Parents Can Do. Parents of gifted preadolescents should encourage independent decision making and intellectual risk taking. They should provide support and encouragement for a wide range of academic courses and extracurricular activities, set within the context of choosing priorities and setting goals. Especially, parents should encourage their gifted children to learn how to manage time. Gifted adolescents need to learn to be independent in completing both short- and long-range school assignments. If a parent has been monitoring homework and the amount of time spent pursuing interests outside of school, seventh or eighth grade is the time to stop such monitoring. Students take courses that may appear on high school transcripts; however, colleges focus on trends. They look at grades earned in eleventh and twelfth grades because those grades indicate the student's most recent ability to perform at a college level.

Note: Information on gifted preadolescents is supported by interviews with Thomas Buescher, Center for Talent Development, Northwestern University, Evanston, Illinois; Robert Sawyer, Talent Identification Program, Duke University, Durham, North Carolina; Ruby Tate, Guidance Counselor, Eastern Intermediate School, Silver Spring, Maryland; and Virginia Tucker, Coordinator, Eastern Intermediate School, Silver Spring, Maryland.

Culturally Diverse Gifted Students

A disproportionately low number of culturally diverse gifted students are identified for or enrolled in gifted programs, although some ethnic and multicultural groups are more likely to be served than others (Richert, 1991; Richert, Alvino, & McDonnel, 1982; U.S. Department of Education, 1982). According to the National Education Longitudinal Study (NELS) of 1988 (U.S. Department of Education, 1991), which looked at 8th graders throughout the nation, about 8.8% of all eighth-grade public school students participated in gifted and talented programs. Multicultural and ethnic groups were represented as follows:

17.6 % of Asian students.
9.0 % of white, non-Hispanic students.
7.9 % of African-American students.
6.7 % of Hispanic students.
2.1 % of American Indian students.

Because underidentification is a major issue, research studies and articles focusing on the differentiated counseling needs of culturally diverse adolescents are rare. Nicholas Colangelo, in an article on counseling culturally diverse students, has contended that "if gifted programs are to truly serve youngsters of exceptional promise and ability, it is important to recognize how their intellectual and social/emotional development is interdependent with their cultural/racial backgrounds" (1985, p. 34). Colangelo states that these gifted students have special counseling needs in the following three areas:

- *Identification.* Students identified for gifted programs may experience confusion and ambivalence. They may believe that a mistake has been made or that the standards have been lowered for them.
- *Families.* Many families may be unaware of, lack information about, and be uncomfortable with gifted programs. Their lack of familiarity results in concern about community reaction to their child's participation in such a program.

- *Ethnic identity.* Students feel caught between developing an ethnic identity and participating in a program that is looked upon with some suspicion by their ethnic peers.

Counselors and teachers working with multicultural and ethnic groups have a considerable challenge before them. Adolescents from these groups struggle with the same issues faced by all adolescents: They are trying to understand themselves while attempting to find a place in a complex American society. These difficulties are compounded by the dynamics of giftedness, described in previous sections of this book, and factors related to ethnic or cultural differences. The heightened sensitivity that accompanies giftedness combined with separation from peers may magnify feelings of isolation. Gifted students from ethnic and multicultural groups may experience major dilemmas in the areas of identity and the conflict between individual and cultural expectations (Lindstrom & Van Sant, 1986).

Young gifted people who also come from low-income backgrounds face an even greater challenge: They must climb the ladder of academic success while leaving others behind. Their sense of loss may create additional conflict.

College planning for culturally diverse students, particularly those from low-income families, is highly complex (Kerr, 1991; Olszewski-Kubilius & Scott, 1992). Fortunately, some model programs exist, that can point the way through some of the difficulties. The Jacob K. Javits Gifted and Talented Students Act of 1988 has provided modest funding for demonstration grants designed to focus attention on the needs of students with demonstrated or potential talent. Priority funding is given to efforts to serve gifted and talented students who are from low-income families, speak limited English, or have disabilities. Some of these projects have generated evidence, described in *Programs and Practices in Gifted Education* (Berger, 1992), that traditionally underserved students, when provided with appropriate intellectual stimulation and nurturing, can achieve at a rate commensurate with their abilities. For example, Urban Scholars, founded by the University of Massachusetts-Boston, provides a year-round academic program designed to develop the capacity of target high schools to meet the needs of talented students selected to participate. Forty-five percent of the participants are African American, 15% are Hispanic, 13% are Asian, and 13% are from other ethnic and multicultural groups. Seventy-five percent of the students come from low-income families; the remaining 25% are from families described as "working poor." The program combines rigorous classes, projects, internships, mentorships, volunteer work, discussions, workshops, and trips. Urban Scholars has been highly successful in helping students succeed in school and go on to college.

National Excellence: A Case for Developing America's Talent (Ross, 1993) issued a clarion call for schools to expand opportunities for children from low-income families and multicultural and ethnic groups. The report stated, "Special efforts are required to overcome the barriers to achievement that many economically disadvantaged and minority students face" (p. 28). If this mission is to succeed, diversity must be celebrated. Counselors, teachers, and parents must find appropriate resources; set high expectations for students; and convey the message that every gifted student can master a rigorous curriculum, successfully complete postsecondary education, and participate fully in the intellectual, cultural, and work life of the nation.

What Counselors Can Do. Counselors can do the following to guide culturally diverse gifted students:

- Ask elementary and middle school teachers if they have any culturally diverse students who may be potentially gifted but not *identified* as such. Investigate the possibility of formal identification of these students.
- Be aware of a gifted student's cultural background. Reasons for emigration may directly affect a student's innate curiosity or love of learning (Harris, 1993).
- Become aware of a gifted student's family traditions (Evans, 1993). For example, during a family conference it may be appropriate to speak directly only to the father of the student.
- Speak with students, if appropriate, about the kinds of experiences they had prior to coming to the school. Inform classroom teachers if a student has had negative experiences that will affect his or her learning.
- Foster postsecondary aspirations through consistent, gentle persuasion. Emphasize long-term goals, available professional opportunities, and the educational preparation necessary to achieve these goals (Davis & Rimm, 1985; McIntosh & Greenlaw, 1990).
- Emphasize life-styles and the goals that accompany particular occupations in career education (Moore, 1979). Design career awareness

programs that demonstrate various career fields and some of the interesting things professionals do during a work day.

- Provide parents with specific advice on dealing with language barriers.
- Establish a rapport with families that will be conducive to accepting college attendance. Tell families about upcoming college introductory events, or provide information about scholarships.
- Look for need-based sources of financial aid for bright students. This is time consuming, but private businesses have become increasingly aware that some of the most talented youth in the nation cannot attend college because of costs, and they have begun to sponsor talented young people.
- Help students look beyond the traditional characteristics of colleges and universities to discover the degree to which an institution truly celebrates diversity and encourages individual differences.

What Teachers Can Do. Teachers can use the following guidelines in dealing with culturally diverse gifted students:

- Make an effort to recognize culture-specific as well as general aspects of giftedness. Cultural differences in learning styles, listening behaviors, and response patterns often underlie misinterpreted messages (Harris, 1993).
- Create an international climate. Use history, current events, biographies and other curricular and extracurricular activities relating to various ethnic groups and cultures. Invite speakers from various cultures, and leave time for informal discussion.
- Prepare a wide variety of activities that help *all* children, including those from multicultural and ethnic groups, achieve success. Design programming compatible with student strengths.
- Find ways of telling all students that they are welcome in the class. Make it clear that if assistance is needed you are available, and tell students *when* you are available.
- Be aware of culture-specific traditions.
- Be culturally sensitive when preparing class assignments and interpreting student responses.
- Communicate high expectations to all students.

What Parents Can Do

- Encourage the child to be self-confident and hold high aspirations.
- Get to know the child's teachers and other school personnel. One way is to become a "welcome person" in the child's school.
- If possible, volunteer to work in the child's school, even if only for a few hours each month or semester.
- Speak with the child's guidance counselor and teachers, school administrators, or other school personnel who are available to give you information about college planning. Everyone wants the child to feel successful and to achieve at the highest possible level.

Note: Information on culturally diverse gifted students is supported by interviews with Nancy Dungan, Guidance Director, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia, and Shirley McCoy, Minority Achievement Resource Teacher, Fairfax County Public Schools, Virginia.

Underachieving Gifted Students

Alice. Alice (an identified gifted ninth-grade student) could not put her name on the paper. She was afraid that it would not be "right." She could not answer in class. She could not hand in written work.

Teacher of Gifted Students

Alice was under the care of a clinical psychologist. Her psychologist, parents, teachers, and counselor knew that she was capable of functioning at an extremely high intellectual level. They persuaded her to enroll in a seminar designed for gifted students, hoping that she would eventually respond to the special teaching strategies and peer support.

Everyone encouraged Alice, despite their occasional feelings of doubt.

One day in class, Alice tentatively raised her hand. By the end of the semester, Alice was responding to the intellectual stimulation provided by her teacher and classmates. She was able to turn in assignments and participate in class discussions. Her teachers and guidance counselor celebrated. When Alice applied to college 3 years later, her application was accepted.

Jason. Jason is brilliant. In seventh grade, he scored 1,500 on the SAT. His grades, however, were mediocre. It's obvious that he didn't have to put forth any effort to earn high grades; however, he didn't seem to care. He seems to need a sense of purpose.

Parent of Gifted Student

When Jason applied to college, his transcript reflected a series of ups and downs—grades that ranged from A to F. His grade point average was less than remarkable, reflecting his tendency either to turn in work that teachers considered brilliant, or not turn in his assignments at all. His standardized test scores reflected high ability and high aptitude in all areas. Scores included grades of 4 and 5 on AP examinations and a national language examination in which he earned one of the highest scores in the nation.

Jason's parents and teachers thought of him as brilliant but unmotivated. His guidance counselor described him as "an unharnessed dynamo." When he applied to college, his application was rejected everywhere. His guidance counselor called several colleges and discovered that Jason was identified as a risky applicant. The counselor, having spent several years persuading Jason to remain in high school, decided to argue on Jason's behalf. The counselor was successful, and Jason was admitted to a highly selective college. Although Jason's college grades were less than admirable and he continued to feel frustrated with educational structure, he earned a college degree. The guidance counselor's support provided Jason with an opportunity to take one step toward fulfilling his potential.

Grace. It was difficult to convince Grace, age 15, to take Advanced Placement courses. She felt she could not succeed academically and continue to help support her family.

Guidance Counselor

Grace's parents, members of a multicultural and ethnic group, struggled to earn a living. When Grace was recommended for Advanced Placement courses, her family objected. The expectations of high academic achievement and postsecondary education on the part of both the teachers and students were different from those of her family and neighbors. Her father expected that Grace would complete high school and work in the family grocery store. Her mother worried that Grace would lose her ethnic identity if she enrolled in highly rigorous courses. Despite family protests, Grace took advantage of every academic opportunity. When she applied to college, her family argued that she should enroll in the local community college, in part because they knew they could not afford tuition, room, and board anywhere else. Her counselor argued that Grace could attend any college she wanted. Grace was accepted by highly selective colleges. Her counselor watched for possible scholarships and, whenever possible, argued the merits of Grace's case.

The foregoing are examples of students who may be labeled "underachieving" during high school. These gifted students are quite different from one another. They do, however, share two attributes: their potential and a counselor, teacher, or parent who recognized that potential and decided to encourage the student.

Defining Underachievement. An exact meaning for the term *underachieving gifted student* is elusive. Research studies reflect a remarkable lack of clarity when defining and describing these students (Janos & Robinson, 1985), with the definitions often raising more questions than they answer. For example, Witty (1951) defined underachieving students as those who do not live up to expectations and potential. But whose expectations? Is potential measurable? Are we describing gifted students who are experiencing academic difficulty and feel uncomfortable, or are we describing parents, teachers, or counselors who expect more than a student is willing and able to produce?

Underachieving gifted students are often described in terms of symptomatic behaviors, including significant inconsistencies in chronological age, mental age, measured ability, and grades earned in school. For example, Jason was identified as gifted at an early age through the use of the Weschler Intelligence Scale for Children (WISC). His standardized test scores reflected high ability and aptitude in all areas; however, he earned mediocre grades in many high school subjects.

Underachievement, however, may be "silent" (Whitmore, 1980). We may not know the ability level of a particular student who camouflages giftedness under satisfactory performance, especially if the student's teachers, counselor, and parents have no evidence to indicate that the student is gifted. This is often the case when the gifted student is female, belongs to a multicultural group, is economically disadvantaged, has an undetected disability, or has a chronic health problem.

The size of this group is unknown, since many highly gifted students are identified only with the use of tests such as the Stanford-Binet Intelligence Test or the Weschler Intelligence Scale, and some gifted students with disabilities (e.g., hearing impairments) are very difficult to identify with standardized instruments (Whitmore, 1980).

Specific personality traits and behaviors such as impulsiveness, lack of motivation, inability to concentrate for long periods of time, deficiencies in specific skills, inconsistent work habits, and social isolation have also been identified and viewed as both an influence on and an effect of long-term underachievement (Janos & Robinson, 1985; Rimm, 1986; Whitmore, 1980). Some of these characteristics and behaviors, however, have been observed in eminent adults and may be common to all gifted individuals. An analysis of autobiographies such as *Surely You're Joking, Mr. Feynman!* (Feynman, 1985) and *The Autobiography of Eleanor Roosevelt* (1958) indicates that eminent adults who have made significant contributions to society share some of these characteristics. It seems clear, then, that underachievement cannot be understood when approached solely from the perspective of student characteristics; rather, the problem is multidimensional.

Searching for Answers. Joanne Rand Whitmore, in *Giftedness, Conflict, and Underachievement* (1980), described a long-term research project (The Cupertino Project) that assisted underachieving gifted students. Whitmore stated that underachieving gifted students differ from achievers more in degree than in kind. She raised interesting questions that can assist educators and parents in distinguishing between gifted students who experience temporary academic difficulty and thus require encouragement by an attentive, sympathetic parent or counselor, and those who require short- or long-term intervention and remediation.

Whitmore's research has shown that underachievement should be defined in terms of duration, scope, and effects.

1. *Duration.* Is the problem a temporary or situational one, precipitated by family difficulties, illness, a consuming new interest, personal conflicts, or other factors? Or is the student's underachievement chronic? In such a case, the student might be identified as gifted but would show an established pattern of underachievement over a long period of time. If the student shows a long-term pattern, generally a year or more, he or she may need short- or long-term special assistance.
2. *Scope.* Is the student performing less well than his or her assessed aptitude either in all academic areas or in one broad content area that is basic to the instructional program? Or is the student's underachievement limited to just one specific area? If the student shows long-term deficiencies in all academic areas or one broad content area that is basic to the instructional program, he or she may need short- or long-term special assistance, particularly if underachievement affects friendships. (*Note.* If an adolescent is suspected of having high general ability but earns low grades in one broad area, counselors, parents, and teachers should be alert to the possibility that the student may have an undetected health problem or disability.) If the student is a chronic, long-term underachiever, psychological intervention should be considered as an option. Special tutoring may help a student who is experiencing short-term academic difficulty. In general, special tutoring for a gifted student is most helpful when the tutor is carefully chosen to match the interests and learning style of the student. Counselors and parents who recommend broad-ranged study skills courses or tutors who do not understand the student may do more harm than good.
3. *Effect on the student or significant others.* Is there evidence of negative effects on the student or others in the student's life? Is the family concerned to the degree that the student's level of achievement weighs on the whole family? Does the student seem unable to make friends? Is he or she disturbed, withdrawn, or aggressive? Or does the student

seem relatively content and willing to speak honestly and openly about academic competition and achievement? If the student, parents, or significant others describe this problem as though it is a focus for daily discussion and a constant source of family friction, the student's self-concept may be seriously affected and the student may need short- or long-term special assistance. The problem should be approached by dealing with the entire family; a family systems approach that includes psychological intervention is one option.

Whitmore's analysis of effects includes two salient questions about student behaviors that may assist counselors and parents in recognizing underachieving gifted students. First, is the student highly aggressive? Most people recognize the aggressive, hostile student. This student may refuse to comply with rules, may vie for attention in a variety of ways, may be highly disruptive and derogatory, and may reject assignments, often stating "I already know that." In the latter case, the student's grades may range from A to F, depending on the student's interest in an assignment. Such a student may alienate peers by judging and criticizing them and sometimes by quarreling.

Second, is the student significantly withdrawn? The withdrawn student may be more difficult to identify because, on the surface, he or she may appear to be compliant and cooperative. However, observant teachers, counselors, and parents may notice some consistent patterns, such as an inability to disclose information about himself or herself, a disinterest in most subjects, constant daydreaming, an inability to work with a group, and an unwillingness to defend himself or herself when confronted. This student's failure to achieve may not be as much of a problem to teachers; however, such a student is probably more difficult to assist than the aggressive student.

Whitmore described gifted students as highly sensitive to expectations and vulnerable to social discomfort and stress. She argued that when a student's personal needs and the demands of the environment conflict or are perceived as conflicting, the student may be at risk of underachieving.

Barbara Kerr, in *Smart Girls, Gifted Women* (1985b), has offered a similar argument, as have other researchers (e.g., Colangelo & Zaffrann, 1979; Davis & Rimm, 1985; Perrone & Male, 1981). Some of these studies are limited in that they focus on special populations such as gifted females, individuals with disabilities, and multicultural groups—specific groups thought to be particularly at risk of underachieving. It seems valid, however, to generalize that all gifted students are at risk because of their intellectual traits and heightened sensitivity to expectations, especially when educational and guidance counseling programs do not meet their needs.

Sylvia Rimm, author of *Underachievement Syndrome: Causes and Cures* (1986), is a psychologist specializing in underachieving gifted students. She used case studies and descriptions of prototypes to discuss symptoms, causes, and cures. Rimm stated five essential causes, occurring singly or in combination, of underachievement:

1. *Initiating situation.* An identifiable point during early childhood sets the stage for underachievement. Examples include situations such as an illness or disability that results in excessive attention-seeking behavior.
2. *Excessive power.* The child typically manipulates people so as to avoid responsibility, rather than moving toward actual accomplishment.
3. *Inconsistency and opposition.* Parents or caretakers are inconsistent and/or oppositional in the child's early years.
4. *Inappropriate classroom environment.* Class placement and teaching approaches are inappropriate, and the child experiences ineffective teachers, assignments that are consistently too difficult or too easy, or an unstimulating educational environment.
5. *Competition.* The child consistently feels like either a winner or a loser and withdraws from competition.

Rimm has documented methods, techniques, and practical intervention strategies that can be applied in any setting, with or without the help of a private psychologist. Her methods and suggestions can assist counselors, teachers, and parents in their attempts to prevent underachievement problems and stimulate and motivate highly gifted underachieving students.

Felice Kaufmann, a researcher and educator with extensive experience in working with gifted students, believes that a relationship exists between underachievement and discouragement, that underachievement is a defensive behavior that protects against feelings of profound discouragement that are not directly expressed. In *The Courage to Succeed: A New Look at Underachievement* (1993), Kaufmann used an Adlerian psychological approach, characterized by its deliberate efforts to encourage an individual (Dreikurs, 1953, 1971). The approach is based on several assumptions and propositions, including the following:

1. Most problems are interpersonal, as opposed to intrapersonal, and can be remedied most effectively by understanding the individual, the environment, and the interaction between those elements.
2. All behavior has meaning and purpose. To understand an individual's negative behavior, one must understand the individual's motives and goals.

Kaufmann has described underachieving gifted students as discouraged individuals who need encouragement but tend to reject praise as artificial or inauthentic. Excessive praise may strengthen the underachiever's belief that he or she is acceptable only when doing something valued by others. In other words, "cheerleading" is unlikely to provide these students with the necessary ammunition to cope with their problems. She has found that underachieving gifted students have difficulty committing work to paper (because that action would disclose something about themselves); tend to lack confidence; avoid responsibility; avoid competition; may be highly resistant to adult and peer influence; and may be highly perfectionistic, sensitive, and vulnerable.

Kaufmann's view of underachieving gifted students is depicted in Table 3-2. The table may be helpful to counselors, teachers, and parents who wish to examine the behaviors and goals of discouraged people, particularly gifted adolescents, and respond in constructive, encouraging ways. Problem-solving strategies should also include an analysis of student learning style, values, and interests (personal communication, August 1987). All of these are discussed in either this or the next chapter.

Learning Styles. Teachers intuitively know that students approach learning differently from one another. During the past 10 years, however, research has exploded in the area of learning styles. Some theories have focused on cognitive, affective, or physiological differences; some have focused on the social aspects of learning, providing a base for cooperative learning strategies. Researchers have developed practical understandings about the way students think and educational models, including assessment instruments, for classroom application. Individual learning preferences have been linked to career success (Kolb, 1983), academic success (Kolb, 1983; McCarthy, 1987; Sternberg, 1990), personality (Myers & Myers, 1980), and physiological differences (Springer & Deutsch, 1985). Educational models such as the 4-Mat system (McCarthy, 1987) have been used by trained teachers who present lessons in a variety of ways, enabling everyone to understand the material.

Kolb (1983) has correlated specific learning styles—for example, divergent or convergent—with student-selected college academic majors and careers. Kolb found that when a student's learning style fit or matched the student's academic major, the result was academic success and a high degree of social adjustment in college. Other researchers, (e.g., Gallagher, 1975; Silverman, 1993a; Torrance, 1981; Whitmore, 1980) indicated that students may be academically unsuccessful in part because of a mismatch between learning style and educational provisions. For example, visual-spatial learners who think abstractly perceive all of the elements of a problem coming together in a pattern as an "aha" experience (Silverman, 1993a). A typical classroom lesson is taught by using a linear-sequential (step-by-step) method. Table 3-3 lists examples of gifted students who are at risk of underachieving.

What Counselors Can Do. Supportive adults can use the following guidelines in dealing with gifted underachievers:

- Giftedness can be a double-edged sword. View a student's characteristics as an asset rather than a liability.
- Be available to help students to the best of your ability. Do not wait for a crisis. Schedule regular conversations and look for ways to meet individual needs.
- Use a sense of humor when discussing problems and solutions with students.
- Discuss expectations with students. To help students clarify conflicting expectations, be sure your own expectations are realistic.
- Think of a fear of failure as a fear of success. You might ask the student to imagine how life might change if he or she were academically successful. The fear of success may be accompanied by unrealistic expectations and/or unwillingness to take risks. Be sure to include a discussion on what it means to the student to be labeled as gifted.
- Provide a wide variety of opportunities for success. Think of ways that students can bring personal interests into the school and demonstrate talents. Some students are underachievers because they do not have the opportunity to use what they know (e.g., they may have tech-

TABLE 3-2

Behaviors and Goals of Discouraged People

Behavior	*Possible Goal of Behavior*	*Typical Reaction of Others*	*Alternative, More Encouraging Approach*
Excessive need for attention	Attention; feel important when noticed	Punishment; giving in	Give attention for more appropriate behavior.
Avoidance of responsibility	No pressure; no fear of failure; predictability	Name calling ("lazy"); taking responsibility for the discouraged person	Encourage responsible behavior.
Lack of confidence in all areas	Safety; retreat from reality	Sympathy; blame; pity	Encourage and support efforts.
Constant thoughts of worthlessness	Attention; pity; praise seeking	Praise; pity; blame	Show how worth is not dependent upon performance.
Avoidance of competition	Not to be noticed, singled out, or put on the spot	Giving special treatment	Emphasize trying, not winning.
Need for power and control	Domination; security; control	Anger; giving in	Try to give attention for cooperative behavior. Refuse to debate.
Need for revenge	Attention; retaliation; control	Hurt; giving in; retaliation	Ignore when possible. Point out effect of behavior. Provide desirable alternatives.
Excessive need for perfection	Success in limited area	Impatience; reward; frustration	Encourage risk taking and new experiences. Emphasize and support efforts.
Dishonesty	Escape from punishment; enhance self	Punishment; blaming	Point out action in supportive way. Point out effect of action.
Closed-mindedness	No confusion over values	Agreement; no pressures	Encourage new experiences. Ask "What would happen if . . .?"

Note. Adapted by S. Berger from *Turning People On: How to Be an Encouraging Person* (pp. 33–34) by L. Losoncy, 1977, Englewood Cliffs, NJ: Prentice-Hall. The original version of this table was published in *Parent's Handbook: Systematic Training for Effective Parenting* by D. Dinkmeyer and G. McKay, 1976, Circle Pines, MN: American Guidance Service. Adapted with permission.

TABLE 3-3

Examples of Gifted Students at Risk of Underachieving

AN ABSTRACT OR DIVERGENT-THINKING STUDENT ("LEAPER") WHO:

- Cannot reproduce the thinking process used to reach a solution, and
- Is consistently required to show all work.

- May not document work.
- May develop a fear of failure.
- May rebel against preset structure.
- May become unpredictable (e.g., the class clown).
- May give up trying.

A HIGHLY ANALYTICAL STUDENT WHO:

- Is critical of peers or adults, and
- Is highly rigid or closed-minded

- May become highly self-critical.
- May alienate teachers.
- May alienate all peers and become a social isolate.
- May not participate in a group of any size.
- May be unwilling to learn from others.

A MULTIPOTENTIAL STUDENT WHO:

- Has diffused interests, and
- Has an outer locus of control

- May avoid responsibility; may seek attention.
- May not focus or become committed to any activity.
- May act solely to please others.
- May equate personal worth with external rewards.

A CONCENTRATED COMMITTED STUDENT WHO:

- Is intensely focused, and
- Has an inner locus of control

- May be highly perfectionistic.
- May be closed to others' ideas.
- May become isolated from peers.
- May be disinterested in earning high grades.

ANY GIFTED STUDENT WHO:

- Does not receive appropriate intellectual stimulation in or out of school.
- Has an outer locus of control.
- Sees no relationship between effort and outcome, and blames others for problems.
- Sets unrealistically low or high goals and is consistently dissatisfied with work accomplished.
- Is made (by parents or teachers) to feel that personal worth depends solely on achievement (i.e., conditional love).
- Receives consistently negative feedback.
- Is not prized as an individual.

- May experience a conflict in values.
- May feel unsuccessful in an academic setting.
- May become discouraged.
- May develop an attitude of impotence and resignation.
- May feel powerless to control his or her environment.
- May become highly hostile and aggressive.
- May completely withdraw from others and from competition.
- May refuse to take any action where success is not guaranteed.
- May seek attention, power, or revenge by *not* achieving.
- May exhibit control by not achieving.
- May control loss of self-esteem rather than risk losing it by not measuring up.
- May give up trying to achieve.

nical abilities or specific types of leadership ability).

- Some students are more interested in learning than in working for grades. Such a student might spend hours on a project that is unrelated to academic classes and fail to turn in required work. This inner-directed student should be strongly encouraged to pursue his or her interests, particularly since those interests often lead to lifelong career satisfaction. Simultaneously, the student should be reminded that teachers may be unsympathetic when required work is incomplete. Comprehensive career planning emphasizing short- and long-term goals often helps such a student to complete required assignments, pass high school courses, and plan for college.
- Students should be made aware of their personal learning styles and other strengths to enable them to feel successful and make rational college, academic major, and career choices.
- Find ways to allow students to demonstrate knowledge and mastery without sitting through a class. Some students, particularly those who are highly gifted, readily absorb information provided by outside sources.
- Find educators and others in your school system who are sympathetic to the special needs of a gifted student and who will provide information as to how those needs can be met both in and out of school.
- Search for appropriate summer activities that the student will enjoy, particularly those that deal with the student's interests. Some underachieving gifted students develop a love of learning through summer courses and activities.
- Help students clarify values, interests, and goals (see Chapter 4).
- Provide appropriate college and career guidance. Develop a well-planned, long-term, comprehensive program (see Chapters 4–6). Keep in mind that underachieving gifted high school students who are provided with appropriate college and career planning information may be able to set short- and long-term productive goals. Some students benefit from a residential college planning seminar offered by many colleges.
- Avoid generalizations about underachievers. Some students appear to be underachievers but are not uncomfortable or discouraged. Some students appear to be achievers but are highly discontent and grow up to be underachievers. Choosing the right college and career can make the difference.
- Avoid praise and artificial compliments. These comments may not resonate with the way the student feels internally. Recognize effort and improvement rather than the final product.
- Avoid using methods of discouragement: domination, insensitivity, silence, or intimidation (Dinkmeyer & Losoncy, 1980).
- Avoid the use of a study-skills course, time-management class, or special tutoring if a student is a long-term underachiever, as defined by Whitmore, unless the student requests it. Such a course will work only if the student is willing and eager and if the teacher is carefully chosen.

During the writing of this book, many guidance counselors were interviewed. One counselor described the reaction of some gifted students when he established a counseling group designed to provide them with guidance and support. All gifted students, regardless of achievement level, were invited to join the group. Many of the students who joined the group were angry at first. A discussion revealed that their anger was due to long-term resentment. They were, in one sense, asking "Where were you when I really needed you?" Another counselor reflected as follows on underachieving gifted students: "These are students who feel as though their needs will never be met." Both counselors have extensive experience in working with gifted students and find these student response patterns typical. Counselors who establish groups may find it useful to prepare themselves for such student reactions.

What Teachers Can Do. Teachers might consider the following suggestions when interacting with underachieving gifted students:

- Vary your instructional style to enable all students to learn. If possible, administer a Learning Styles Inventory. You may find that some

students are rigid in their learning style preferences.

- Show students how your academic discipline relates to other academic disciplines and to the world of careers. Some students require a sense of purpose in order to learn.
- Recognize a student's attempt or effort to raise his or her grades. Emphasize progress. Comments such as "You're gifted, you can do better than this" are usually resented, and they rarely work with underachieving gifted students.
- Permit an underachieving gifted student to take your course if the student is extremely interested. If the student is deficient in prerequisite skills, discuss this with the student. Compromise wherever possible, and offer extra help.

What Parents Can Do. As gifted students approach adolescence and adulthood, parents may become increasingly concerned about achievement. Simultaneously, the student may experience internal and external pressures. Heightened sensitivity to expectations from himself or herself and others can be a problem for the adolescent who feels insecure or fearful, lacks appropriate information, and is attempting to establish a separate identity. Parents can help by creating and maintaining a mutually respectful atmosphere, helping the student establish effective priorities, defining sensible guidelines, and acting as "a guide on the side," rather than a "sage on the stage." With that in mind, the following advice may be useful to parents of underachieving gifted students:

- Provide an accepting environment, positive feedback, reasonable rules and guidelines, strong support, and encouragement.
- Recognize effort, progress, and improvement. Avoid overemphasizing achievement.
- Maintain your objectivity and sense of humor. Parental caring, understanding, and objectivity are critical resources for gifted students, to be used as armor when faced with insensitive people, embarrassment, or humiliation.
- Listen to your gifted student. Show genuine enthusiasm about his or her observations, interests, activities, and goals. Be sensitive to problems, but avoid transmitting unrealistic or conflicting expectations and solving problems the student is capable of managing.
- Guide your student toward activities and goals that reflect *the student's* values, interests, and needs, not yours.
- Encourage your student to acquire a wide variety of experiences, particularly those that will assist in college and career planning. For example, if your son or daughter is interested in politics, suggest that he or she volunteer to work in a campaign office. The student may benefit from such an experience in two ways: by providing a service to the community without thought of compensation, he or she may feel useful; and by acquiring a realistic view of the work world, he or she will be better informed.
- Share your perspective on how you successfully handle stressful situations, disappointment, and discouragement. Underachieving gifted students are frequently idealistic and believe that no one else shares their problems.
- Get involved in school. Volunteer your time. Although your student may be less than appreciative, counselors and teachers need and value your assistance and support. You may also acquire useful information that will help you assist your adolescent.
- Search for a group of parents who can provide a support system. Parent advocacy groups for gifted students exist in many communities and offer a network for communication, information, and assistance. (See Appendix 4, Table A-3, for a list of resources.)
- Avoid overinvesting in your child's achievement level.
- Avoid discouraging comments, such as "If you're so gifted, why did you get a D in _____?" or "I've given you everything; why are you so _____?"

Keep in mind that some students are extremely unhappy in secondary school and do not do well academically (in part because of the organization and structure). These students, however, may handle independence quite well; they may be extremely happy and successful in the right college or

when learning in an environment with a different structural organization.

A student who experiences a sudden academic decline in one or two subjects during junior or senior year is probably not an underachiever. This student, however, will need to explain the drop in grades on a college application. Handled properly, such an event may be turned into an asset. (See Chapters 5 and 6 for additional information.)

Note. Information on underachievement is supported by workshops presented to the Fairfax County Association for the Gifted, a parent advocacy group, and the Northern Virginia Council on Gifted and Talented Education (annual conference, 1987) by Felice Kaufmann, Consultant on Gifted and Talented.

Additional Reading on Gifted Underachieving Students

Adderholdt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit. Provides strategies for dealing with perfectionism.

Delisle, J., & Berger, S. (1990). *Underachieving gifted students.* ERIC Digest #E478. ED321483.

Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences* (rev. ed). New York: Basic Books.

Kaplan, L. S. (1983). Mistakes gifted young people too often make. *Roeper Review, 6*(2), 73–77.

Kerr, B. (1985). *Smart girls, gifted women.* Columbus, OH: Ohio Psychology.

Losoncy, L. (1980). *You can do it: How to encourage yourself.* Englewood Cliffs, NJ: Prentice-Hall.

Rimm, S. (1986). *The underachievement syndrome: Causes and cures.* Watertown, WI: Apple.

Torrance, E. P. (1970). *Encouraging creativity in the classroom.* Dubuque, IA: William C. Brown.

Webb, J., Meckstroth, E., & Tolan, S. (1982). *Guiding the gifted child.* Columbus, OH: Ohio Psychology Publishing Co.

Resources to Use with Underachieving Students

Brilliant, A. *I may not be totally perfect, but parts of me are excellent.* Santa Barbara, CA: Woodbridge. One of a series of books that contain essays, parodies, poems, and quips about human nature.

Bottner, B. (1986). *The world's greatest expert on absolutely everything...is crying.* New York: Dell. Deals with how perfectionism affects interpersonal relationships.

Dinkmeyer, D., & Losoncy, L. (1980). *The encouragement book.* Englewood Cliffs, NJ: Prentice-Hall. Provides a plan, strategies, hints, and tips for helping discouraged students.

Edwards, B. (1979). *Drawing on the right side of the brain.* Los Angeles: J. P. Tarcher. Distributor: St. Martin's Press, New York. A course in enhancing creativity and artistic confidence.

Ellis, D. (1994). *Becoming a master student* (7th ed.). Boston: Houghton-Mifflin. Written primarily for college students, this book provides dynamic ways of teaching study skills, time-management, and goal-setting. Students are encouraged to try innovative approaches to academic and life management skills. Available from Houghton-Mifflin Co., Wayside Road, Burlington, MA 01803.

Feynman, R. (1985). *"Surely you're joking, Mr. Feynman!" Adventures of a curious character.* New York: W. W. Norton and Bantam. An amusing autobiography by a Nobel Prize winner who followed his interests and developed a passion.

Harvey, J., & Katz, C. (1986). *If I'm so successful, why do I feel like a fake? The impostor phenomenon.* New York: Pocket Books.

Heide, F., & Chess, V. (1985). *Tales for the perfect child.* New York: Lothrop, Lee and Shepard. Presents a funny look at what would happen if children were perfect.

Manes, S. (1987). *Be a perfect person in just three days.* New York: Bantam/Skylark Books. A student decides that he wants to be perfect and finds a book on the topic.

McDermott, G. (1980). *Sun flight.* Soquel, CA: Four Winds. Shows students how aiming too high with unrealistic standards can be self-defeating.

McGee-Cooper, A. (1993). *Time management for unmanageable people.* Dallas, TX: Bowen & Rogers. Provides a "right-brain" method for work/study skills and time management. Suggestions include "Reward yourself first and then do your assignments." Available from Bowen & Rogers, P. O. Box 720368, Dallas, TX 75372.

On being gifted. (1976). New York: Walker. Written by students (ages 15–18) who participated in the National Student Symposium on the Education of the Gifted and Talented, this book is an articulate presentation of student concerns such as peer pressure, teacher expectations, and relationships.

Smith, D. (1978). *Dreams and drummers*. New York: Crowell. The story of a perfectionist who learns that we cannot always be Number One at everything.

Zadra, D. (1986). *Mistakes are great*. Mankato, MN: Creative Education. Provides examples of famous mistakes and how they can be turned into positive learning experiences.

Note: The Additional Readings and Resources sections were drawn from Adderholdt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit, and Dr. Felice Kaufmann, Reston, Virginia.

Gifted Girls

At an early age gifted girls typically demonstrate stronger academic and career interest than their female peers (Fox, 1977; Wolleat, 1979). By the time girls graduate from college, however, research studies indicate a pattern of declining intellectual achievement and career aspirations (AAUW Educational Foundation, 1992). Researchers have established that the early career aspirations of young gifted girls are often restricted by societal expectations (Callahan, 1981; Kerr, 1983, 1985a, 1985b, 1991; Silverman, 1993c). Their aspirations may further decline through the identity-forming process that occurs in adolescence and young adulthood.

Does this decline restrict the girls' college and career choices? Do adolescent college and career choices in turn affect adult satisfaction? Several studies have indicated that gifted women who have chosen careers alone or careers combined with marriage and family are far more satisfied with their lives than women who have chosen marriage and family over a career (Rodenstein & Glickhauf-Hughes, 1979). Therefore, established problems and barriers encountered by gifted girls merit examination by concerned counselors and parents.

Many researchers have looked for ways to account for differences between the accomplishments of men and women. Some research studies are particularly relevant because they provide an overview of and/or clarify reasons for the differential accomplishments and satisfactions of gifted men and women. Among these are the following.

A unique 50-year longitudinal study by Terman (Terman, 1925, 1959; Terman & Oden, 1935, 1947) and a follow-up study by Sears and Barbee (1977) confirmed that intellectually able girls, first identified by IQ scores in 1921, were psychologically healthier than their agemates but less likely than their male counterparts to pursue career goals. Of those engaged in careers, the salary they earned was far below that of their male peers.

A landmark study of Presidential Scholars from 1964 to 1968 by Kaufmann (1981) focused on a group of gifted individuals born in the 1950s. Presidential Scholars represent the top 1/10th of 1% in the nation in terms of academic achievement as measured by the National Merit Scholarship Qualifying Test and other indicators. A group of 172 males and 150 females responded to questions about their postsecondary development. Kaufmann found few differences between the sexes on most measures of success. The exception, however, was an overrepresentation of women in the clerical and unemployed job categories, verifying a finding by the Terman study.

When interviewed for this book, Kaufmann reported that her study and more recent research studies indicated that when males and females were equal in both level of employment and salary, the women had successfully collaborated with a mentor who nurtured their talents and provided encouragement (Kaufmann, Harrel, Milam, Woolverton, & Miller, 1986).

Barbara Kerr, a psychologist interested in the career development of gifted girls, studied the postsecondary experiences of her gifted high school classmates. The result was the thoughtful book, *Smart Girls, Gifted Women* (1985b), in which she analyzed the results of her study, reviewed and clarified relevant research, and extracted the characteristics common to such eminent women as Beverly Sills, Margaret Mead, and Eleanor Roosevelt. Kerr's thorough research isolated external and internal barriers that may prevent gifted girls from fulfilling their early aspirations and dreams. She provided specific recommendations for women of all ages. Kerr's concerns about how gifted students plan career goals are reflected throughout this book.

Matina Horner's landmark study, *Fear of Success Syndrome* (1972), revealed that high-achieving girls who compete with male peers tend to perform at a level well below their abilities. Gifted girls may, because of their extreme sensitivity, perceive social expectations in mixed-sex competitive situations. They may unintentionally demur from competition and, in effect, operate at a lower level than their capabilities predict.

Other researchers have found evidence indicating that self-confident, highly independent girls with nontraditional attitudes are less vulnerable because they are resistant to peer pressure and other outside influences.

Many researchers have studied the tendency of gifted girls to perceive themselves as less able than gifted boys and their need to "explain" their success. Some girls tend to attribute success to external factors

such as luck. When they fall short of their goals, they tend to attribute failure to lack of ability or other internal factors (Deaux & Emswiller, 1974). (The reverse is true for males.) Some high-achieving women tend to believe their successes are overevaluated and fear discovery as so-called "intellectual impostors" (Clance & Imes, 1985; Harvey & Katz, 1985).

The relevant research thus indicates that many young gifted girls are caught between the pull of socially acceptable feminine behavior ("It's not feminine to be smart") and the push of their own exceptional abilities. In too many cases, it seems, social needs begin to outrank early interest in future careers.

Gifted adolescents interviewed for this book reinforced the conclusions reached by researchers. The boys were elaborative, freely disclosing personal details about their successful attempts to find resources that met their needs. They did not mention giftedness per se, but did not feel uncomfortable with their unusual abilities. By contrast, the girls answered questions more cautiously and indirectly than the boys and did not elaborate. They were far more circumspect.

Personal interviews with teachers and mothers of extremely gifted students have further underscored the research findings. A humanities teacher at the North Carolina School of Science and Mathematics highlighted the reticence observed in some gifted girls as follows:

> Girls are not the risk takers that boys are . . . they're not the ones who will debate [a point] with me. . . . I think there's a stigma with girls about appearing too bright. . . . Girls will know the answer but not volunteer unless you call on them, not wanting to appear too bright, or too aggressive. . . . If there were only some way girls would stop being so aware . . . perceiving that everyone is watching them.

One mother, at home raising three gifted sons, was a good example of the problem encountered by many gifted girls: "I'm not gifted, although my father, his sister, and younger brother participated in the Terman study. My mother and grandmother went to college, and I graduated with honors." She spoke of her uncle, who, at age 45, became an acknowledged expert on American Indians. She mentioned her grandparents as "fascinating people," homesteaders, the first people in a new territory to build a wood house, bring a piano from the East, and start an educational system. She spoke frankly about her adolescent desire to be popular, recalling that "smart" girls did not date and seemed "out of it" during high school. She said that her choice of college major (elementary education) was based on her desire for flexibility. Eventually she wanted to stay home to raise her family. She felt comfortable with her decision.

The students, teachers, and parents interviewed are not a representative sample of the population. Nonetheless, the interviews indicated that girls sense a conflict between the feminine role and giftedness, a finding consistent with longitudinal research studies.

Gifted girls receive conflicting messages throughout childhood and early adolescence. In general, their gifts are valued and reinforced: They are gifted, and therefore "can do anything." But at some point, they are subtly directed toward socially acceptable feminine role behavior (Rodenstein & Glickauf-Hughes, 1979) and feel constrained by cultural expectations (Callahan, 1981; Kerr, 1983, 1985b; 1991; Silverman, 1993c). As a result, during early adolescence, a critical period in the formation of female identity, the pull of social needs appears to counteract their need for self-esteem and/or achievement. This conflict may preclude long-range planning and, more important, freedom of choice.

Gifted girls are experts at living up to perceived expectations and learn to adapt in ways that are psychologically healthy but limit their options. They may recognize career obstacles and totally avoid career plans, or choose careers that require less investment of time and commitment (Kerr, 1985b; Wolleat, 1979).

It may be unrealistic to hope that we will instantly remedy or neutralize cultural expectations and other environmental factors. However, if gifted girls are to plan their lives meaningfully and effectively and if they are to direct themselves toward goals of their own choosing, they must be able to look at the myriad options available to them. They also must be made aware of the internal and exterior barriers that limit those options (Callahan, 1981; Kerr, 1985b), cause them to lower their aspirations, compromise career goals, and rob them of opportunities to fulfill their early potential.

Once counselors and parents are aware of these barriers, they can be sympathetic to and supportive of gifted females.

What Counselors Can Do. To nurture gifted girls, counselors can:

- Provide appropriate (nonsexist) career guidance.
- Provide female role models and mentors who will share experiences on how they achieved success and how they integrated family and career goals.

- Encourage and facilitate 4 years of mathematics and science courses. If a gifted girl expresses interest in mathematics and/or science as a career, investigate and provide resources to use as career role models and mentors.
- Encourage exploration of womens' colleges. Those with high proportions of women on the faculty produce more women scholars and leaders.

What Teachers Can Do. Teachers can aid in the positive development of gifted females by doing the following:

- Mathematics and science teachers can encourage female students to advance to upper levels. If a gifted girl expresses an interest in mathematics and/or science as a career, explain why you chose to teach in your academic subject.
- Explain how a particular academic discipline relates to careers, and be creative in this explanation. For example, if you teach mathematics or science, assign the reading of an autobiography such as that of Barbara McClintock, 1983 Nobel Prize winner in physiology and medicine.
- Encourage students to document their abilities by entering competitions in language arts, science, mathematics, the visual and performing arts, or any other field they are interested in.

What Parents Can Do

- Encourage long- as well as short-term planning, emphasizing decision-making skills.
- Reinforce atypical, constructive behavior.
- Provide specific guidance to help girls understand that there is a direct link between their efforts and results. Luck is not the primary factor.
- Be a role model for desired behavior. Demonstrate how gifted women can make a difference.

Note: Information on gifted girls is supported by interviews with the following consultants (the names of students and parents are omitted to protect privacy):
Felice Kaufmann, Consultant, Lexington, Kentucky.
Barbara A. Kerr, Associate Professor of Counselor Education, Director of Honors Program in Education, University of Iowa, Iowa City, Iowa.
Virginia S. Wilson, Chair, Department of Humanities, North Carolina School of Science and Mathematics, Durham, North Carolina.

Gifted Students with Learning Disabilities

Over the past decade, clinicians and practitioners have devoted extraordinary time and energy to providing parents and teachers with clues for identifying children with learning disabilities. Parents, however, often sense that their child is somehow different long before they receive confirmation from a consulting psychologist or the school.

A parent may first notice socialization problems when the child misinterprets social clues about when to laugh, cry, talk, or be silent. The child may anger too quickly or fail to react in a situation when anger may be the appropriate response. At home or at school a child may be oblivious to time; may appear to be lazy, forgetful, or unprepared; or may honestly believe that a project or chore has been completed when it has hardly been begun.

Parents develop long lists of behaviors that they identify as signs that their children suffer from learning disabilities or from a variety of information processing deficits.

The children and their parents suffer from confusion, anxiety, and constant misgivings. Such children are particularly frustrated by their inadequacy in reaching their own, their parents', the school's, and society's goals. They may be desperately unhappy, asking time and again, "What's wrong with me? Why am I different?"

But what happens if a child has learning disabilities and is gifted? What nuances of behavior might a parent, teacher, or guidance counselor notice that would provide the clues? Once the child is identified as gifted, what might they do to ensure the best possible development and educational experience for him or her? Where can they turn for appropriate advice and professional guidance? How do they overcome their own feelings of helplessness?

The following case study and discussion of the college- and career-planning process makes clear how infinitely more complex that process may be when the gifted adolescent has significant learning disabilities.

Adam. When he was an infant, a major university hospital identified Adam's brain abnormalities as resulting from a birth trauma. His parents were told they were lucky that his troubles were identified so early in his life.

Various medical professionals identified Adam as having mental retardation, brain damage, dyslexia, minimal brain dysfunction, or learning disabilities. His IQ scores varied from less than average to average, to above average. Recommendations included placement in a therapeutic day nursery, a special education facility, or a mainstream environment. His parents were told he needed a self-contained class, a resource class, or no special arrangements. One expert said Adam was perfectly normal, suffering only from overanxious "ethnic" parents. Others blamed all his problems on assorted psychological experiences, none related to birth trauma or learning disability. Adam progressed through the expected developmental stages, but always at his unique pace. At 18 months he walked with difficulty, at 3 years he could barely talk, and at 4 he still had difficulty with toilet training. In nursery school he made progress in gross motor skills and reading readiness. His fine motor skills were very poor, and his socialization skills nonexistent.

At age 5 Adam began to read. He developed a rich vocabulary, made insightful though garbled comments, and accelerated rapidly in reading skills. Preschool teachers missed these signs, focusing instead on his toilet habits and his inability to write his name legibly. A special education facility was recommended by the teacher and a psychologist.

Adam entered a private school that specialized in working with children with learning disabilities. The setting proved inappropriate. At home he read every children's book provided, but the school sent home reports proudly announcing that Adam had mastered "three new letters this quarter." By the second year, the school admitted it was impeding Adam's academic progress.

When Adam was ready for elementary school, he asked to enter public school. He realized he had difficulties and worked harder than his peers to achieve modest results. Despite hours of assistance, he could not remember recently learned facts and had difficulty following simple directions. Arithmetic posed almost insurmountable problems. He felt academically superior in self-contained classrooms but could not cope with the impersonal approach of regular classes. Socialization remained a problem.

By high school, Adam's strengths and weaknesses were clear. His reading level was excellent, and his understanding of content was accurate and compassionate. His interest in social studies was well above that of his peers, and he had developed a keen interest in computers and computerized games. His speech was still difficult to understand, his memory was spotty, and he could not learn arithmetic or write a coherent sentence. Working closely with the high school guidance counselor, his parents developed a protocol for planning an academic program that would allow for maximum mainstreaming and capitalize on Adam's strengths and wishes.

Adam took an active part in the process. His preferences led to family negotiations. "Do you really want to take this course?" "Do you really need it?" "How important is this issue to you?" "Do you believe you can do well?" "What will happen if you fail?" "If you are not doing well, will you tell us so that we can help?"

Negotiations with the school followed. If Adam failed a mainstream course, could he fall back on a self-contained version? If he were failing, would he agree to switch to another course? Adam broke precedents at his high school. He took courses no special education student had taken before (3 years of foreign language and 2 years of computer science, for example) and refused, over the school's objection, to take traditional special education courses such as vocational education.

Despite this approach, Adam's high school career was not uneventful. Some teachers resisted his presence in their classroom, while others admitted him but placed meaningless burdens on him ("If you can't spell accurately, you can't get a passing grade in science," or "I can't pass you in English if I can't read your handwriting"). For 3 years in a row, his program, negotiated and approved in the spring, was mysteriously changed over the summer. "Computer error," his parents were told.

By his senior year, it was clear that Adam had an exceptional mind for specific areas of study. His reading skills and vocabulary were significantly above grade level, he had a knack for computer science, and he had developed a strong interest in and understanding of politics. He still could not do arithmetic, spell, or write legibly, but he finished

high school with a fine academic record, and was elected to the National Honor Society. While Adam certainly had learning disabilities, he had clearly demonstrated traits and characteristics associated with giftedness.

Despite significant difficulties with the Scholastic Aptitude Test (SAT), Adam decided that he wanted to go to college. His counselor provided him with lists of technically oriented colleges that specialized in computer science education.

After an extensive search for colleges with support programs, one was identified that met all the criteria that had been set. Adam took courses offered to the entire student body but received tutorial support in all subject areas. By his junior year, after changing his major from computer science to psychology, Adam was placed on the Dean's List and elected into a national scholastic honor society.

Three and one-half years after Adam graduated from college, he has completed course work toward a master's degree in experimental psychology, holds a professional position with the federal government, and pursues his interest in computer science and systems design.

Special Concerns. The decision to send a child with learning disabilities to college (regardless of giftedness) is not one to be taken lightly. For an individual with deficits in social, study, and organizational skills, it is a major decision. Support systems meticulously worked out in high school cannot follow the student to college. Parent advocacy must be replaced by self-advocacy. Academic learning must be pursued while a medley of independent living skills are developed, friends are sought, and separation from home and family is realized. The student who is thinking of college must be made aware of all these difficulties and understand that the choice to attend or not to attend is his or her own.

Once it is realized that the student may be capable of attending a college, the personal (Who am I?) and college (Who are they and what will they expect of me, etc.?) evaluations begin. Discussions also begin with guidance counselors and college advisors. There are college fairs to attend, guides and directories to review, visits to be made, and applications to be completed.

For a student with learning disabilities, the basic college-planning steps and schedules are similar in many ways to those for a more typical student. But the student and his parents must expand upon the basics and focus on specific, unique issues. For example:

- They must learn to distinguish schools that merely accept students with learning disabilities as a condition of continuing federal support from those that actively encourage their enrollment by providing specialized programs.
- They must investigate the school's support to determine whether it is unstructured (provided as needed) or structured (records on the student are maintained and progress is monitored).

As the list of college criteria is assembled, the student and parents must be honest about their perceptions of the student's needs. Basics such as distance from home and available transportation for home visits, single-sex education or coeducation, size of student body, and academic standing must be expanded to include issues such as the following:

- Is there evidence of an organized program?
- Is there evidence of a full-time staff in the program, as well as a full-time director to monitor activities?
- Is there evidence of special considerations for students, such as allowing tape recorders in the classroom, untimed tests, writing laboratories, tutors in every subject area, and allowing extended time for graduation?
- Is there evidence of successful career placements of students in their chosen fields following graduation?

As with any college search, the list will narrow to five to seven good candidates. The schools must then be contacted, interviews arranged, and family visits planned. Campus tours and the opportunity to sit in on classes must be given particular attention, since it is extremely important for the student to personally judge the level of difficulty of the instruction, observe the interaction of other students, and gain for himself or herself a sense of the relationship between the students and the faculty.

The admissions interview may not answer all the questions regarding programs designed for these students. If this is so, the student and his or her parents must seek out and meet with a member of the learning disabilities program staff. A list of questions based on family concerns and perhaps stimulated by a review of the college directories and guides or discussions with high school guidance personnel should be prepared prior to the visit. Questions might include the following:

- What type of support is available for students with disabilities?
- Is the program monitored by a full-time professional staff?
- Has the program been evaluated, and if so, by whom?
- Are there any concerns for the program's future?
- Who counsels students during registration, orientation, and course selection?
- Which courses provide tutoring?
- What kind of tutoring is available, and who does it—peers or staff?
- Is tutoring automatic, or must the student request assistance?
- How well do faculty members accept students with learning disabilities?
- May students take a lighter load?
- Are courses in study skills or writing skills offered?
- Have counselors who work with these students received special training?
- How do students on campus spend their free time? Are there programs that will interest and accommodate them?
- May students take more time to graduate?
- Whom can parents contact if they have concerns during the academic year?

The adolescent's progress toward adulthood is constantly stymied by dilemma. Decisions and choices must often be based on fragmentary knowledge and perceptions or distorted recollections. The dilemma faced by students, most particularly the gifted student with learning disabilities, stems from their desire to demonstrate independence from parents, counselors, teachers, and tutors, and the equally strong desire to maintain the respect and support of those same parents, counselors, teachers, and tutors. Students frequently wish to make the decisions that will frame their future, even while sensing that they may not be realistic or ultimately doable.

College and career planning for gifted students with disabilities is practicable, but it requires extraordinary participation, cooperation, and patience.

The following suggestions may help those who guide gifted students with learning disabilities:

1. Many students are not identified because they can mask a learning disability and achieve at what seems like a normal or average rate. In fact, it is only because they are gifted that they can accomplish this. Comprehensive testing should be recommended for any student having difficulty, particularly in fifth or sixth grade. Results may be more accurate if the student is tested in the environment in which he or she is expected to perform.
2. Priscilla Vail, author of *Smart Kids with School Problems* (1987), says that to assist gifted students with learning disabilities we must focus on their strengths rather than their learning weaknesses.
3. Students should be informed that there are several forms of the SAT and many other standardized tests. Students may request to take an untimed version of the SAT. For more information, contact SAT Services for Students with Disabilities, P.O. Box 6226, Princeton, NJ 08541-6226.
4. Students who might have difficulty completing a written or typed college application should investigate *MacApply, College Link,* or other computerized method of completing a college application.

Additional Reading on Gifted Students with Learning Disabilities

Armstrong, T. (1987). *In their own way: Discovering and encouraging your child's personal learning style.* Los Angeles: J. P. Tarcher. Distributed by St. Martin's Press. Toll free number: 800/221-7945. A former teacher and learning disabilities specialist describes learning differences and provides suggestions.

Baum, S. (1990). *Gifted but learning disabled: A puzzling paradox.* ERIC Digest #E479. ED321484.

Cannon, T., & Cordell, A. (1985, November). Gifted kids can't always spell. *Academic Therapy, 21*(2), 143–152. Discusses briefly the characteristics of the gifted child with learning disabilities, possible patterns on tests, and strategies for instruction.

College planning for students with learning disabilities. (1989). ERIC Digest #466. ED314917.

Daniels, P. (1983). *Teaching the gifted/learning disabled child.* Rockville, MD: Aspen. Designed for educators and often technical.

Fox, L., Brody, L., & Tobin, D. (Eds.). (1983). *Learning disabled gifted children: Identification and programming.* Austin, TX: Pro-Ed. The most comprehensive study available, containing a variety of experts' opinions.

Getting learning disabled students ready for college. (ND). Washington, DC: American Council on Education, HEATH Resource Center, One Dupont Circle, Suite

800, Washington, DC 20036. A useful fact sheet and checklist.

How to choose a college: Guide for the student with a disability (n.d.). Washington, DC: American Council on Education, HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036.

Prihoda, J., Bieber, T., Kay, C., Kerkstra, P., & Ratclif, J. (Eds.). (1988). *Community colleges and students with disabilities.* Washington, DC: American Council on Education, HEATH Resource Center. Lists services and programs for students with disabilities at more than 650 U. S. community, technical, and junior colleges.

Rosner, S. (1985, May/June). Special twice: Guidelines for developing programs for gifted children with specific learning disabilities. *G/C/T, 38,* 55–58. A very basic overview.

Scheiber, B., & Talpers, J. (1987). *Unlocking potential.* Bethesda, MD: Adler and Adler. A step-by-step guide to college and other choices for people with learning disabilities. This book offers advice on everything from diagnosis and vocational assessments to specific college programs designed to accommodate students with learning disabilities and to provide them with study skills.

Schwartz, S., & MacArthur, C. (1990). They all have something to say: Helping learning disabled students write. *Academic Therapy, 25*(4), 459–470. Presents a process approach to writing instruction that emphasizes communication and problem solving through the use of a writers' workshop.

Silver, L. (1984). *The misunderstood child: A guide for parents of learning disabled children.* New York: McGraw-Hill. A very easy to read basic and informative book with a focus on students with learning disabilities, yet relevant to gifted students with learning disabilities.

Silverman, L. (1989). The visual-spatial learner. *Preventing School Failure, 34*(1), 15–20. The strengths and limitations of gifted students who are visual-spatial learners indicate that these students may have difficulty in school. Article provides successful adaptive techniques.

Silverman, L. (1989). Invisible gifts, invisible handicaps. *Roeper Review, 12*(1), 37–42. Reviews the literature on characteristics, including WISC-R discrepancies, offers guidelines for identification, and provides successful teaching strategies.

Vail, P. (1987). *Smart kids with school problems.* New York: E. P. Dutton. This valuable book emphasizes the traits of gifted students and the learning styles that set students who are gifted and have learning disabilities apart. Vail includes a chapter on maturation and higher education.

VanTassel-Baska, J. (1991). Serving the disabled gifted through educational collaboration. *Journal for the Education of the Gifted, 14*(3), 246–266. The need for collaborative interventions to meet the needs of gifted learners with disabilities is discussed and a collaborative/consultation model is described.

West, T. (1991). *In the mind's eye: Visual thinkers, gifted people with learning difficulties, computer images, and the ironies of creativity.* Buffalo: Prometheus. West provides an overview of neurological research, summarizes current knowledge about such learning difficulties as dyslexia, and demonstrates how certain traits that are problematic in one context can be a great advantage in another.

Whitmore, J. (1982, January). Recognizing and developing hidden giftedness. *The Elementary School Journal, 82*(3), 274–283. Explores myths about gifted and talented children that hinder the identification of gifted children with learning disabilities.

Whitmore, J., & Maker, C. J. (1985). *Intellectual giftedness among disabled persons.* Rockville, MD: Aspen. One chapter specifically on gifted students with learning disabilities with excellent case studies.

Wolf, J., & Gygi, J. (1981). Learning disabled and gifted: Success or failure? *Journal for the Education of the Gifted, 4*(3), 204. Well-stated definitions of qualities of gifted students with learning disabilities with ideas about identification and programming.

National Clearinghouses

The following agencies provide information and resources to parents, teachers, counselors, and others who are interested in the special needs of gifted students with disabilities.

THE ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION. The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589, 703/620-3660. E-mail: ericec@cec.sped.org. URL: http://www.cec.sped.org/ericec.htm

The ERIC Clearinghouse gathers and disseminates educational information on all disabilities and the gifted across all age levels. The Clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes, *Resources in Education* and *Current Index to Jour-*

nals in Education. Services include responses to written, telephone, and electronic information requests; ERIC workshops and technical assistance; computer searches of the ERIC and *Exceptional Child Education Resources* (ECER) databases; and analyses of current trends and issues.

HEATH HIGHER EDUCATION & ADULT TRAINING FOR PEOPLE WITH HANDICAPS, American Council of Education, One Dupont Circle, Washington, DC 20013, 202/939-9320 or 800/544-3284.
E-mail: HEATH@ACE.NCHE.EDU.
URL: http://www.ACEnet.edu/

HEATH collects and disseminates information on educational support services, policies and procedures, adaptations, and opportunities on American campuses and in vocational-technical schools, adult education programs, independent living centers, transition programs, and other postsecondary education situations. HEATH maintains a toll-free number, provides single copies of materials free of charge, and encourages duplication and further dissemination.

NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES (NICHCY), P.O. Box 1492, Washington, DC 20036, 1-800-695-0285.
E-mail: nichcy@aed.org.
URL: http://www.nichcy.org/

NICHCY collects and shares information and ideas that are helpful to children and youth with disabilities and the people who care for and about them. The Center answers questions, links people with others who share common concerns, provides technical assistance, publishes information products, and uses visual media to inform. Essentially, NICHCY helps information flow between the people who have it and those who need it.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION (NCCE), 900 2nd Street, N.E., Suite 8, Washington, DC 20002-3557, 202/408-0447 or 800/NETWORK (638-9675).

NCCE, a not-for-profit organization devoted to improving the quality of public schools through increased public involvement, maintains a computerized database and provides information and resources to parents and other citizens. NCCE also provides handbooks and films and monitors federal legislation. Services include regional lists of the colleges and universities offering services to students with learning disabilities and a publication, *College Opportunities for Learning Disabled Students*.

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4. The College Search: A Matter of Matching

LEARNING ABOUT ONESELF

The years from the beginning of 7th grade to the end of 12th grade are turbulent times for gifted adolescents. During this critical period, different types of assistance must be available if they are to develop accurate and realistic self-concepts, use their talents in constructive, satisfying ways, and develop an appreciation for community. For this goal to be achieved, a systematic approach is necessary, one that assists students in dealing with multipotentiality, the pressure of expectations, and the significance of a career as a life development process and a principal means of self-expression (Gysbers & Moore, 1987; Sanborn, 1979). The process suggested by this chapter should be built into a guidance program. Guidance counselors and parents should not assume that a young gifted person will take advantage of opportunities for self-discovery; often strong encouragement is needed. Counselors and teachers can assist gifted students by providing the necessary tools, guidance, and encouragement. Parents can help by understanding the complexity of the task and providing resources and support.

Research and interviews have suggested the following ways counselors, educators, and parents can assist students in learning about themselves, their community, and career options:

- Appropriate paper-and-pencil exercises help counselors assess the needs of their gifted students and help students develop an academic plan, effective work-study habits, a time-management system, and decision-making skills.
- Developing effective writing skills assists students in clarifying thoughts and discovering the meaning of experiences.
- Exposure to a broad range of academic subjects, intellectual ideas, and social situations assists students in learning about themselves through a variety of experiences.
- Group guidance counseling and discussions with intellectual peers help students clarify intellectual and social/emotional experiences, establish a sense of direction, and set short- and long-term goals.
- Career exploration, a self-discovery process, assists students in understanding the relationship between school and careers, becoming familiar with realistic career options, setting short- and long-term goals, and planning for the future.

PAPER-AND-PENCIL EXERCISES

Student Needs Assessment Survey

A justifiable programmatic approach to guidance counseling should be coherent, predictable, and based on knowledge of the community and the needs of individual students. A program may change emphasis from year to year; however, its basic elements should remain constant.

Student needs vary among and within schools. The Student Needs Assessment Survey (Figure 4-1) can help counselors assess what information is needed by stu-

FIGURE 4-1

Student Needs Assessment Survey

DIRECTIONS: Ask student to rank each of the following on a 5-point scale:

1. Not important to me.
2. Important to me but I need no further assistance.
3. I would like a little assistance.
4. I would like medium assistance.
5. I would like a lot of assistance.

CAREER DEVELOPMENT

_____ 1. To explore how various jobs could affect my lifestyle.
_____ 2. To become more aware of my career interest areas.
_____ 3. To know more about job opportunities in my career interest areas.
_____ 4. To know more about training requirements for jobs I might like.
_____ 5. To become aware of training offered in my career interest areas.
_____ 6. To talk with people employed in my career interest areas.
_____ 7. To get some job experience in my career interest areas.
_____ 8. To understand the changing patterns of careers for both men and women.
_____ 9. To have help to obtain part-time and/or summer work.
_____ 10. To know what jobs are available locally.
_____ 11. To know how to apply for a job.
_____ 12. To know how to interview for a job.
_____ 13. To get my parents interested in my career planning.
_____ 14. To know how important people influence my career choice.
_____ 15. To know how to prepare for careers that interest me.
_____ 16. To have actual on-the-job experience; to know what it is like to be employed.
_____ 17. To know where and how to start looking for a job.
_____ 18. To have counseling about my career plans.
_____ 19. To know more about possible careers and the world of work.
_____ 20. To explore in detail careers I might like.
_____ 21. To understand the impact of my sex on career plans.
_____ 22. To know how the courses I am taking relate to jobs in my career interest areas.
_____ 23. To understand how my values relate to my career plans.
_____ 24. To know how my personality and preferred method of learning relate to my career plans.
_____ 25. To know how important people influence my career choice.
_____ 26. To know how to prepare for careers that interest me.

LIFE SKILLS DEVELOPMENT

_____ 27. To improve my study skills and habits.
_____ 28. To develop my test-taking skills.
_____ 29. To learn how to handle pressure from friends, teachers, family, or myself.
_____ 30. To learn how to make decisions and solve problems
_____ 31. To learn how to set goals in my life.
_____ 32. To learn how to manage my time better.
_____ 33. To learn how to spend money more wisely.
_____ 34. To learn how to stay healthy, both mentally and physically.
_____ 35. To understand better the effects of alcohol, drugs, and medicines.
_____ 36. To learn how to deal with community problems.
_____ 37. To learn how to participate in government.
_____ 38. To learn how to get more out of my life through leisure time activities.

KNOWING MYSELF

_____ 39. To identify my strengths and abilities.
_____ 40. To develop more confidence in myself.
_____ 41. To understand my personal values.
_____ 42. To know how to stay in shape.
_____ 43. To understand my achievement and ability test scores better.
_____ 44. To know how to handle things that worry me.
_____ 45. To learn more about grooming and personal care.
_____ 46. To accept my own views as OK.
_____ 47. To get over my shyness.
_____ 48. To understand the way I learn best.
_____ 49. To know more about my position on social issues of the day.

(Continued)

FIGURE 4-1 *(Continued)*

Student Needs Assessment Survey

_____ 50. To know about how the expectations of others affect my life.
_____ 51. To have a better understanding of my achievement test scores.
_____ 52. To develop my musical abilities.
_____ 53. To develop my artistic abilities.
_____ 54. To discipline myself for better study habits.

EDUCATIONAL PLANNING

_____ 55. To understand why I am in high school.
_____ 56. To understand the importance of graduating from high school.
_____ 57. To know more about high school graduation requirements.
_____ 58. To get help in selecting the right courses for me.
_____ 59. To become more aware of my educational options after high school (college, vo-tech, military, etc.).
_____ 60. To know more about financial aid available for continuing my education after high school.
_____ 61. To learn how to evaluate and choose an educational or training program that will be right for me.
_____ 62. To learn more about college entrance requirements.
_____ 63. To know how and when to select a college major.
_____ 64. To know how to earn college credit without taking a particular course.
_____ 65. To have counseling about my educational planning.
_____ 66. To know the proper steps for a campus visit.
_____ 67. To know how to decide which college is right for me.
_____ 68. To talk to college admissions counselors about my career plans.
_____ 69. To talk to college students about my college and career plans.
_____ 70. To select more school courses by myself.
_____ 71. To find more courses relevant to my future.
_____ 72. To know the proper steps for a campus visit.
_____ 73. To know how to decide which college is right for me.
_____ 74. To talk to an admissions counselor about career plans.
_____ 75. To understand and accept what I can realistically achieve.

GETTING ALONG WITH OTHERS

_____ 76. To be able to get along better with teachers.
_____ 77. To be able to get along better with other students.
_____ 78. To know how to work with my counselor/advisor.
_____ 79. To be able to get along better with my parents.
_____ 80. To be able to get along better with my brothers and sisters.
_____ 81. To learn how to make more friends of my own sex.
_____ 82. To learn how to make more friends of the other sex.
_____ 83. To understand more about love and sex.
_____ 84. To learn more about marriage and family living.
_____ 85. To understand the changing roles of men and women in today's society.
_____ 86. To gain a better understanding of people of different races and cultural backgrounds.
_____ 87. To know about places in my school and community where I can get help with my problems.
_____ 88. To understand the needs of elderly people.
_____ 89. To accept people who feel or think differently from me.
_____ 90. To have someone listen to me when I have problems.
_____ 91. To be able to tell others how I feel.
_____ 92. To learn to get along better with my job supervisor.

OPTIONAL NEEDS ASSESSMENT ITEMS

_____ 93. To learn more about summer opportunities.
_____ 94. To learn more about mentor relationships and how to find a mentor
_____ 95. To learn more about internships.

WRITE YOUR OWN GOALS WITH WHICH YOU WANT HELP

_____ 96. _____
_____ 97. _____
_____ 98. _____

Note. From *River City High School: High School Student Services, A Conceptual Model*, 1982, The American College Testing Program. Adapted with permission.

This Student Needs Assessment Survey may be duplicated for limited use. From *College Planning for Gifted Students* (2nd ed.) by Sandra L. Berger, 1994, Reston, VA: The Council for Exceptional Children.

dents in a variety of areas. This instrument will allow for the logical planning of a guidance program, starting with the question, "What do my students need?" You may duplicate the Student Needs Assessment Survey for use with your students. Feel free to add your own items to the list. The needs assessment is most effective when used and discussed with small groups of students.

Developing an Academic Plan

Some gifted students will be attracted to highly selective colleges, schools that reject more applications than they accept. The most selective colleges look for evidence of high student motivation and achievement—good grades in very demanding courses. They expect to see Advanced Placement (AP) courses on the student's transcript, if provided by the high school. Planning for advanced courses must begin as early as the eighth or ninth grade, especially in the case of sequential courses such as mathematics, because the progression to AP calculus requires several years of prerequisite courses beginning with algebra. The same kind of planning is necessary for languages and sciences. Some students will not be ready or able to begin a mathematics, language, or science sequence by eighth grade. In such cases, courses offered in summer or correspondence courses sponsored by regional talent search programs may be a viable option.

Every gifted student should be strongly encouraged, by eighth grade, to develop a 4-year academic plan that includes academic courses required for graduation and courses desired for college planning. The plan should also include time-management techniques, showing hours spent in academic high school classes; hours spent in extracurricular activities; hours needed for homework; and hours needed for family activities, rest, and relaxation. When time is planned carefully, and when plans are monitored and reviewed annually, students learn how to manage time effectively and how to order priorities.

Effective Work/Study Skills and Time Management

Educators interviewed throughout the United States expressed concerns about the relatively inadequate study habits and time-management skills generally demonstrated by gifted students. Because most gifted students are able to interpret and define meanings far in advance of their age-mates, school is relatively easy for them until seventh grade (or even beyond). There has been no need to learn to study effectively or manage time wisely. Gifted students often tend to underestimate how much time will be needed to do homework in a demanding program. When truly challenged late in high school or college, they may discover that they do not have the skills needed to organize, study, and produce high-quality work.

Traditional study-skills courses, generally offered in seventh or eighth grade, are inappropriate for many gifted students. In these courses, students are not taught how to manage their superior intellectual abilities or how to study in different ways for different academic subjects. For example, a highly divergent student might not be able to follow the linear-sequential method used in most study-skills courses. In such a case, the instructor might elect to teach nonsequential methods such as "mind-mapping." (*Note*: Some divergent-thinking students can learn a sequence by reversing it and working backward.)

A review of study-skills research indicates that written study-skills courses specifically designed for gifted students have yet to be published. Some schools have developed their own courses. For example, one Maryland magnet school for gifted humanities students requires all students to take a work/study-skills course that includes time management and task analysis (i.e., predicting how long an assignment is going to take by breaking it down into specific steps). Students must then develop a time-management plan that includes everything the student is responsible for: hours spent in school and time for homework, babysitting, family chores, extracurricular activities, and so forth. During an interview, one administrator said, "We did this because parents came to us despairing, saying 'I have this very bright child, tests very well, but the quality of what he turns out is not terrific.'" This school expects that by the time its students reach high school, they will have the skills necessary to master challenging courses appropriate for their level of intellectual ability.

Decision-Making Skills

Decision-making research emphasizes convergent thinking skills such as careful evaluation of data, rational evaluation of alternative solutions, making judgments, and testing solutions (Kolb, 1983; Maker, 1982). These skills are second nature to some gifted students, but they need to be taught to others. Counselors may find that highly abstract, divergent-thinking students need to learn to make decisions using a nonsequential method or some other way that is compatible with their cognitive style. For example, when working with such a student, a counselor might ask, "What would happen if . . . ?" A follow-up question might be, "How do you suppose that will work?" This strategy allows the stu-

dent to use an abstract thinking style and then reflect on a concrete level.

One highly flexible model that works well with gifted adolescents is the Creative Problem-Solving (CPS) Model (Parnes, 1975). Counselors might create a scenario or encourage students to select a problem through "brainstorming." The model includes the following steps:

1. *Problem finding:* Open up the problem as widely as possible (diverge) by generating many ways of looking at and stating the problem.
2. *Idea finding:* Using a brainstorming technique, generate an extensive list of ways to solve the chosen problem.
3. *Solution finding:* Decide which idea or ideas might actually be used to solve the problem; generate criteria.
4. *Acceptance finding—Developing an action plan:* Formulate a clear idea of what should be done in the next 24 hours, in the next few weeks, and a long-range action plan.

Students need to learn that decision making can be an organized process that begins and ends with taking risks, resulting in more control over one's life. It is especially important to teach decision-making skills to multipotential adolescents who perform well in all academic areas and are involved in a variety of extracurricular activities. Multipotential students need to learn decision making in order to choose areas of concentration and set priorities. Decision-making skills are equally important if a student is sensitive to expectations of others, particularly when those expectations conflict with self-fulfillment. Students also need to learn that choosing *not* to decide is a choice that may determine a person's future.

A skillful decision maker needs to accomplish the following:

- Know something about himself or herself (e.g., personal goals).
- Recognize and define the decision to be made (what school courses to take, how to select a college academic major, what colleges or universities to consider).
- Assess and evaluate the information he or she already has.
- Assess the information he or she needs by asking, "What facts and ideas are missing?"
- Generate strategies to acquire additional information.
- Gather additional information, facts, and ideas related to the goal.
- Assess the advantages, disadvantages and consequences (risks and costs) of each alternative by asking,
  "Will I be satisfied with this choice?"
  "Will I be happy with this choice?"
  "Will others (parents) approve of this choice?"
  "How will I feel about this choice in 6 months? in 1 year? in 5 years?"
- Make a choice. Write it down. State it aloud. Does it feel right? If the answer is no, repeat the process using another choice.
- Develop a plan or strategy to obtain the desired goal.
- Review the outcome. If it does not make sense, begin again. Make sure that the process itself (the steps) does not get in the way of reaching a decision.
- Distinguish between decisions and outcomes. (Good decisions can have poor outcomes, and vice versa.)

Additional Reading on Decision Making. Counselors can assist students by using any of the following workbooks on decision making.

Bergmann, S., & Rudman, G. (1985). *Decision-making skills for middle school students.* Washington, DC: National Education Association.

Gelatt, H. B., Varenhorst, B., & Carey, R. (1972). *Deciding.* New York: College Entrance Examination Board. (Intended for middle school students; companion leader's guide available.)

Gelatt, H. B., Varenhorst, B., Carey, R., & Miller, G. P. (1973). *Decisions and outcomes.* New York: College Entrance Examination Board. (Intended for high school and college students; companion leader's guide available.)

Scholz, N., Prince, J. S., & Miller, G. P. (1985). *How to decide: A guide for women.* New York: College Entrance Examination Board.

DEVELOPING EFFECTIVE WRITING SKILLS

> The trouble with bad student writing is the trouble with all bad writing. It is not serious, and it does not tell the truth.
>
> *Eudora Welty*

> Write with information. The reader doesn't read because of an insatiable need to applaud.
> *Donald Murray*

Developing effective writing skills assists students in clarifying their thoughts and discovering the meaning of their experiences, but many gifted students lack experience in writing about their lives or feelings. They may see little that is unique about themselves. What can they say that would interest the all-important stranger in the college admissions office?

There are two compelling reasons for English teachers to build processes into their curriculum that help to answer this question:

- Most selective colleges and universities require applicants to write highly personal essays or describe their experiences in a way that demonstrates that the college and the student are a good match.
- Only by writing down their ideas and feelings and then rereading, rethinking, and revising can many gifted students find out what they really think about themselves or about any other topic.

Even if students have not had extensive experience in writing, there is much a high school English teacher can do to help them learn to write about themselves honestly and effectively. A free-writing journal is a good place for students to examine their values, aspirations, goals, and attitudes. To promote fluency, students should write at least two or three times a week in a class or at home on both self-chosen and assigned topics. To encourage honesty, students should be certain that no one will read what they do not wish to share.

Students can reread their journals to find ideas or stories to expand into rough drafts to be shared with peer reading and writing groups. These papers may be revised and then evaluated by the teacher. If gifted students are frequently sent back to these journals, not only can they learn to evaluate for themselves their progress as writers, but also they can notice and document the growth of their interests, ideas, and attitudes.

The activities and processes discussed in this book readily lend themselves to exploratory personal writing. For example:

- Gifted students who take the Myers-Briggs Type Indicator (MBTI) or the 4-MAT Learning Styles Inventory (LSI) can write out their reactions to what they have learned about themselves. Was this new knowledge surprising? Was it what they expected? Was it pleasing? Disturbing?
- After hearing a speaker from a college or after a college visit, they might speculate in writing about what attending that school would be like. They could consider what aspects of the school appeal to them most strongly, what is not attractive, how their qualifications match what the school expects from its applicants, and whether or not the school offers programs that match their interests.
- Students might write about the admissions officers they met. These people will be the audience for one of the most important pieces of writing that a gifted student will do. The college application essay may be just a bit less intimidating if the student has a word picture of a real person to write to.

It is useful for students to read these "college-bound" writings to each other. One student may notice an aspect or drawback that another student has missed. Varied reactions to writings about the same school are useful to hear because students are then forced to question and rethink their original assumptions.

Another way English teachers can help students write about themselves and clarify their thinking about themselves and their college and career choices is to link personal writing to the reading of autobiographies or fictional autobiographies. For gifted high school students, reading Mark Twain's *Huckleberry Finn*, James Joyce's *Portrait of the Artist as a Young Man*, Carson McCullers's *The Heart Is a Lonely Hunter*, or any of a host of other works can be an exercise in analyzing literature as well as an avenue for exploring personal thoughts, beliefs, and experiences. Students can discuss and/or write about how their lives, choices, attitudes, and experiences parallel or diverge from the lives of the literary characters. Gifted students can read these works with a writer's eye, considering the choices the authors made about how to tell their stories, what details were included, and what experiences were revealed.

Writing Units for Gifted Students

One unit, called "Coming of Age," has been used successfully to link literature and personal writing at the Thomas Jefferson High School for Science and Technology in Alexandria, Virginia. Developed by English teachers Susan DiMaina, Mary O'Brien, and Pamela Curtis, the unit was designed to be taught in the spring of the 11th grade, not as a practice in writing college essays, but as a way to broaden gifted students' experiences in writing autobiographical material. The unit aims at achieving the following goals:

- Through practice in writing about themselves in a variety of styles and for a variety of purposes and audiences, students will gain fluency and comfort with autobiographical writing.
- Students will accumulate writings they can refer to when writing college application essays.
- Students will read and respond to an autobiography or an autobiographical novel.

Students are given an annotated list of approximately 40 novels that portray adolescents growing up. Since the course is in American humanities, all works are by Americans. Students choose any book from the list to read independently and are given 4 weeks to read the book and respond to the following instructions:

1. Keep a list, by page number, of events or characters that may prove pivotal in the development of the main character. The list will serve as an index and save time on subsequent assignments.
2. After reading, review the list and choose a person or event that had a great impact on your character's life. Describe the person or event and analyze the impact.
3. Stylistically, how does the author reveal himself or herself or the main character? Consider the following categories:
   - *Organization:* chronological, topical, chapters, and so forth.
   - *Kinds of material selected for presentation:* large events, small things that add up gradually, people rather than events, or vice versa.
   - *Perspective:* Is there an adult's voice? Does the author tell the story from a distance? Does the character tell his or her own story, and so forth?
   - *Background:* Does the book describe a setting or period of time?

To help students start their writings on the "Coming of Age" unit and to broaden their perspective on autobiographical writing in general, the teacher or students might read excerpts from other autobiographies out loud. Actual college application essays are also useful. Gifted students enjoy analyzing these "real" essays and trying to decide whom the college would accept or reject on the basis of such writings.

While students are reading outside of class, they do the following writing assignments in class:

- List some people, events, or places that are important to you. List at least 7 to 10 (5 minutes).
- Review the list. Try to feel what each experience, place, or person was like. Check two or three items you could write about right now (5 minutes).
- Narrate in writing the story of the item you chose (15 minutes).

As homework or on subsequent class days, students may add to the list and write about other personal "stepping stones." Writing about at least one item from different points of view or in different styles is useful. It forces students to experiment with forms and consider incidents from a viewpoint other than their own, thereby enlarging their repertoire of ways to write about themselves.

After students have handed in the "Coming of Age" writings, they can use what they learned from reading the book to help them focus on their own personal writing.

By now, students will have quite a thick folder of personal/autobiographical writings. At this point they go back through the folder and pick one writing to revise into a polished retrospective piece that the teacher will evaluate. This writing might take the form of a vignette, an internal monologue, a personal essay, a memoir, a dialogue or script, or a narrative. Criteria for evaluation might include the following:

- Does the writing *show*, and not simply *tell*, the author's story? Is there plenty of detail and texture in the writing? Does the reader respond willingly to the writing, or does the author tell the reader how to respond or what to think?
- Does the writing reveal some of the author's significant and unique characteristics?
- Does the writing give the reader an idea of how the author reacts to or solves problems in his or her life?
- Is there an honest voice in the writing? Does it sound like the author, a gifted high school student, or does it give the reader the impression that it was written by a pompous "little professor"?
- Is there evidence of careful revision and attention to mechanical details?

Once students have written about the steps they are taking toward college and have accumulated their folders of personal and autobiographical writings, which they have shared with peers and the teacher, they should know themselves better. They should also be more confident of their ability to respond to the all-important college application essay.

(*Note:* Many selective and highly selective colleges now wish to see early drafts and versions of students'

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original writings submitted with college applications. Students must therefore be encouraged to retain all these materials in their personal writing folders.)

Resources for Teaching Writing

Elbow, P. (1981). *Writing with power.* New York: Oxford University Press.

Macrorie, K. (1984). *Searching writing.* Upper Montclair, NJ: Boynton/Cook.

Macrorie, K. (1984). *Writing to be read.* Upper Montclair, NJ: Boynton/Cook.

Murray, D. (1984). *Write to learn.* New York: Holt, Rinehart and Winston.

Developing Effective Writing Skills, a teaching unit, was developed and written for this book by Pamela Curtis, English Teacher, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia.

INTELLECTUAL AND SOCIAL/ EMOTIONAL ENRICHMENT

Understanding oneself depends, in part, on one's breadth and depth of experience (R. Sawyer & J. Webb, personal communication, August, 1987). Gifted adolescents need to discover, explore, investigate, and participate in different types of activities, intellectual ideas, academic disciplines, extracurricular activities, and social relationships. The nature of the activity chosen depends, in large part, on the characteristics and needs of the student.

There are many ways a gifted student can explore a broad range of intellectual ideas, acquire depth of knowledge in an area of interest, socialize with intellectual and age-mate peers, and, in some cases, find mentors. Some needs can be met by activities planned by a family, some can be met by courses offered by the school system, and some require extensive investigation of available supplemental programs. If a family or guidance counselor decides that a student will benefit from supplemental programs, then university-based programs, regional talent search programs, and a variety of summer programs offer enrichment and/or acceleration.

Some counselors and parents interviewed for this book expressed concern about the gifted student's tendency to participate in a broad range of rigorous courses and extracurricular activities. Counselors and parents were particularly concerned about too much stress, and to some degree, their concerns were justified. Some caution is necessary when planning summer activities for gifted adolescents. Gifted students may overextend themselves during the academic year in response to their need for intellectual stimulation, activity, and socialization. Summer activities must be thoroughly discussed with the student to make sure that the student will benefit from opportunities in ways that are unaccompanied by stress. This does not mean that students should be encouraged to devote their summer months solely to acquiring a suntan—just that they should do something stimulating *and* interesting.

Parents, counselors, and students should consider the following questions when discussing enrichment opportunities:

- What are the intellectual, social, and emotional needs of the student?
- How does a particular enrichment opportunity match the needs of the student?
- What new opportunities will benefit the student?
- What does the student want to do?
- How does the cost of a program compare to the services and resources provided?

Questions students might ask about summer enrichment programs are provided by C. Ware (1990) in ERIC Digest #E491, *Discovering Interests and Talents Through Summer Experiences.* Some additional ideas and resources regarding enrichment are given on the next several pages.

Regional Talent Searches and Cooperative Programs

Four regional talent searches are conducted annually to identify gifted students throughout the nation. Seventh-grade students qualify for the Talent Searches through scoring in the upper 3% on a nationally normed test. Qualified students may be invited to participate in summer residential programs or commuter programs or take advantage of other academic opportunities. Talent search programs are interrelated: Qualified participants from one region may apply for the programs offered by others.

These programs offer identified gifted students from grades seven and up the opportunity to enroll in intensive, fast-paced courses in the humanities, social sciences, natural sciences, mathematics, and computer science and to participate in numerous enrichment activities. Some programs offer students fast-paced courses where students complete a year-long course in

a few weeks, or college level courses for credit. They also offer college- and career-planning assistance.

The goals of all the programs include the following:

- To identify academically talented young people.
- To inform them about their abilities and academic options.
- To sponsor challenging educational programs.
- To develop an effective research effort to help understand the nature of academically talented adolescents.

Additional goals and specific provisions depend on the individual program. The four programs and locations are as follows:

Institute for the Academic Advancement of Youth
The Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-0337
URL: http://www.jhu.edu/~gifted/

Center for Talent Development
Northwestern University
617 Dartmouth Place
Evanston, IL 60208
(847) 491-3782
URL: http://www.nwu.edu/schools/programs.html

Duke University Talent Identification Program (TIP)
Duke University
P.O. Box 90747
Durham, NC 27708-0747
(919) 684-3847
URL: http://www.jayi.com/jayi/duketip/index.html

The Rocky Mountain Talent Search
University of Denver
Wesley Hall, Room 200
Denver, CO 80208
(303) 871-2983
URL: http://www.du/edu/education/ces/rmts.html

Courses offered by talent search programs are specifically designed to challenge students with high ability. Directors of national talent searches point out the following intellectual and social/emotional advantages of these programs:

- Students who tend to concentrate on specific academic disciplines, for example mathematics and science, are encouraged to explore previously undiscovered disciplines such as philosophy, anthropology, or psychology.
- Students who require academic acceleration can choose from a wide variety of courses that might not be available in local high schools.
- Students establish and maintain relationships with other adolescents who share their abilities, views, and interests.
- Students receive information on college and career planning.

Students who have participated in regional talent search programs and other university-based institutes say that friendships established during the summer continue through the years.

Some residential summer programs are offered through cooperation with regional talent searches. Eligibility is based on SAT or ACT scores. Contact the program director for information. Cooperative programs include, but are not limited to, the following:

The ADVANCE Program for Young Scholars
Northwestern State University
Programs for the Gifted and Talented
P.O. Box 5671
Natchitoches, LA 71497
(318) 357-4500

Center for Gifted Studies
Western Kentucky University
Bowling Green, KY 42101
(502) 745-6323

The Center for Gifted Studies
University of Southern Mississippi
Southern Station Box 8207
Hattiesburg, MS 39406-8207
(601) 266-5236

Talented and Gifted Institute
Southern Methodist University
P.O. Box 750383
Dallas, TX 75275-0383
(214) 768-5437

Learn on Your Own or Correspondence Courses

Offered by some regional talent searches, these courses are designed to provide students with an opportunity to take accelerated courses from their own homes throughout the year. Students arrange for a teacher or local resource person to serve as a mentor who will evaluate assignments and offer necessary guidance throughout the course. According to TIP's *Educational Opportunity Guide* (Duke University, 1994), some

schools with limited curricula have used Learn On Your Own materials for small groups of four or five talented students with a mentor from the local school and have received the backing of the school for awarding of credit.

Advanced Placement Courses

Some gifted students require courses at a level far beyond those provided by a traditional secondary school curriculum. Advanced Placement courses offer gifted high school students the opportunity to broaden their depth and scope of learning in one or more subjects of interest, pursue college-level studies while still enrolled in secondary school, and thereby demonstrate their capacity to handle college-level work (Hanson, personal communication, August 1987). Students enrolled in Advanced Placement courses develop study skills that match or exceed those of college freshmen (Alvino, 1988). To earn college credit and/or placement in advanced courses, students take an AP examination, a 3-hour comprehensive test of the subject area.

AP examinations are prepared by the Educational Testing Service and the College Entrance Examination Board. They are offered each May by participating schools to students who want to be tested at the college level in areas such as English, calculus, science, computer science, history, foreign languages, art, and music. A student need not be enrolled in an AP course in order to take the exam. A fee is charged for each examination, which is graded on a scale from 1 to 5 (5 is high). Grades of 3, 4, or 5 on AP exams may be considered acceptable for college credit and/or exemption from required courses. Each college or university decides how much credit, if any, will be awarded to the student. If a student takes an AP test, the student is responsible for ensuring that the scores reach the college. AP test preparation is time consuming, and students should carefully consider the advantages and disadvantages of each test.

For information about an Advanced Placement program, see *A Guide to the Advanced Placement Program* and "Some Questions and Answers About the Advanced Placement Program," both free from Advanced Placement Program, CN 6670, Princeton, NJ 18541.

The specific content of AP courses is determined locally. Broad outlines of course content and examination methods are provided by CEEB. The Duke University Talent Identification Program (TIP) has developed and published a series of AP teacher's manuals designed to assist local educators to develop and organize a new AP course, enhance an already existing AP course, introduce fresh ideas to honors-level courses, and produce educationally rich units for regular classroom instruction. One AP English teacher who was interviewed for this book, after reading the manual on English language and composition, stated the following: "Even though I teach an AP course in literature and composition, I have found TIP's manual in English language and composition very useful in developing a course in nonfiction writing, and I think that much of what is in that manual could be integrated into any English course." Teacher's manuals are available for the following courses: United States history, European history, U. S. government and politics, English literature and composition, English language and composition, calculus AB, physics B (with laboratory manual), Latin-Vergil, and Introducing Africa: A Guide to Teaching African Literature.

For information regarding Advanced Placement course teacher's manuals, write AP Manuals, Duke University TIP, 1121 West Main Street, Suite 100, Durham, NC 27701.

Governors' School Programs

Many states offer a residential Governors' School program. Specific criteria for selection of students differ, depending on the state. In some states local educators choose students to nominate or a student may inform a teacher or guidance counselor that he or she wants to be considered for nomination. In other states students may contact the program directly and request nomination. Specific program goals also vary by state.

Governors' School residential programs provide intensive high-quality programs that focus on diverse areas (e.g., arts or academic disciplines), but they adhere to the following general goals (L. Press, personal communication, August 1987):

- To recognize academic excellence and artistic or leadership ability.
- To provide students with an awareness of their abilities.
- To enhance personal and academic growth.
- To provide academic enrichment and instill a love of learning.
- To promote student self-confidence.
- To nurture talent and leadership.
- To provide a sense of individual responsibility.
- To broaden students' perspectives so that they are aware of the needs of their community, state, and nation.

- To increase student awareness as to how individuals are connected to a global community.
- To assist students in focusing their efforts and finding a sense of direction.
- To provide students with a vision of what they can become.

To find out whether your state has a governor's school, contact the specialist for gifted and talented education in your State Education Agency (Appendix 4, Table A-1). For general information, contact:

Dr. Ted Tarkow, President
National Conference of Governors' Schools
Office of the Assistant Dean
317 Lowry Hall
University of Missouri-Columbia
Columbia, MO 65211
Phone: (314) 882-4421
E-mail: asdnted@showme.missouri.edu
URL: http://www-pgss.mcs.cmu.edu/ncogs/

Travel

Students can benefit significantly from travel with families or with special programs during the summer. School systems throughout the nation sponsor overseas travel during the summer. Selected teachers often serve as chaperones. If classes are offered prior to and following summer travel, students are introduced to the country to be visited and encouraged to discuss their experiences when they return. Some school systems award credit for participation in these institutes.

Mentor Relationships

One of the most valuable experiences a gifted student can have is exposure to a mentor who is willing to share personal values, a particular interest, time, talents, and skills. When the experience is properly structured and the mentor is a good match for the student, the relationship can provide both mentor and student with encouragement, inspiration, new insights, and other personal rewards.

The term *mentor* does not imply an internship or a casual hit-or-miss relationship in which the student simply spends time in the presence of an adult and information is transmitted. Internships are valuable because they allow a student to investigate a potential career interest. A mentorship, on the other hand, is a relationship in which values, attitudes, passions, and traditions are passed from one person to another and internalized (Boston, 1976).

Research and case studies focusing on mentors and mentorships often address the effects of the mentor in terms of career advancement, particularly for women (Kerr, 1983). The research emphasis on professional advancement and success takes priority over clarifying the basic characteristics of the relationship and its importance to gifted students (F. Kaufmann, personal communication, August 1987; Kaufmann, Harrel, Milam, Woolverton, & Miller, 1986). Kaufmann's (1981) study of Presidential Scholars from 1964 to 1968 included questions pertaining to the nature, role, and influence of their most significant mentors. Having a role model, support, and encouragement were the most frequently stated benefits. Respondents also stated that they strongly benefited from mentors who set an example, offered intellectual stimulation, communicated excitement and joy in the learning process, and understood them and their needs.

Kaufmann's research also revealed the critical importance of mentors for gifted girls. The study, conducted 15 years after these students graduated from high school, indicated that when the earning powers of the women were equal to those of the men, those women had had one or more mentors. In other words, the presence of a mentor may equalize earning power.

Educators, counselors, and parents can all provide gifted students with mentors. The following questions may help (F. Kaufmann, personal communication, August 1987):

- Does the student want a mentor? Or does the student simply want exposure to a particular subject or career field?
- What type of mentor does the student need?
- Is the student prepared to spend a significant amount of time with the mentor?
- Does the student understand the purpose, benefits, and limitations of the mentor relationship?

To identify mentor candidates, contact local businesses, universities, professional associations, and organizations such as the American Association of Retired Persons. When candidates are identified, ask the following questions:

- Does the mentor understand and like working with gifted adolescents?
- Is the mentor willing to be a real role model, sharing the excitement and joy of learning?
- Is the mentor's teaching style compatible with the student's learning style?

For more information, contact Gray and Associates, c/o the International Centre for Mentoring, 4042 West 27th Avenue, Vancouver, BC, Canada V6S 1R7. State

Governors' Schools and magnet high schools for gifted students are also potential sources of information on mentors and mentorship programs.

Community Service and Volunteer Activities

Gifted students need to learn how to share their talents freely with others. This can be accomplished in many ways. Parents might suggest that a student volunteer at a local nursing home or a hospital or share a specific talent with young children. For example, the student can coach a local athletic team or teach computer programming to low-income students. The focus will depend on the student's talent and available resources. A school might institute a volunteer program, such as one held annually at a Virginia magnet school, that assists students in finding opportunities to share their talents. A wide variety of activities is offered, and the students are highly enthusiastic. They volunteer for such activities as tutoring younger children, reading to elderly persons, and participating in politics.

Sources of Enrichment and Summer Opportunities

The following publications and organizations provide lists and descriptions of enrichment programs for gifted and talented students.

Educational Opportunity Guide
A Directory of Programs for the Gifted
Duke University Talent Identification Program (TIP)
P.O. Box 90747
Durham, NC 27708-0747

This guide is designed to inform gifted students and their parents, teachers, and counselors of the many summer and school-year programs especially designed for academically and artistically talented students. Programs are categorized by state and cross-referenced by categories such as programs for minority students only and free, non-state-supported programs. Included are programs administered by TIP and other regional talent searches and programs administered by other universities in cooperation with regional talent searches. The *Educational Opportunity Guide* is a valuable resource for counselors, educators, parents, and students.

Summer on Campus: College Experiences for High School Students
Shirley Levin
The College Entrance Examination Board
College Board Publications
Dept. J 45, P.O. Box 886
New York, NY 10101

This guide provides information on more than 100 summer residential programs held on college campuses across the country. Programs cover many interests including theater, computers, sciences, mathematics, and art; most are aimed at students between junior and senior years. Topics covered include academic and social activities, as well as any financial aid available.

Summer Opportunities for Kids and Teenagers
Peterson's Guides
Dept. 7101, 166 Bunn Drive
P.O. Box 2123
Princeton, NJ 08543-2123

Directory of Science Training Programs
Science Service
1719 N Street, NW
Washington, DC 20036

Teenager's Guide to Study, Travel, and Adventure Abroad
Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017

Gifted Child Today (G/C/T)
Prufrock Press
P.O. Box 8813
Waco, TX 76714-8813

This periodical lists summer program opportunities.

State Consultant for Gifted Education
Your State Education Agency
State Capital

GROUP AND INDIVIDUAL COUNSELING

Group counseling, individual guidance counseling, and discussion with intellectual peers help students clarify intellectual and social/emotional experiences, establish a sense of direction, and set goals. The guidance counselor plays a unique role in this process.

According to the National Education Longitudinal Study (NELS) of 1988, which looked at eighth graders throughout the nation, by spring of the school year, 60% of eighth graders had not discussed the selection of their courses with a school counselor. Most of the students interviewed for this book, when asked how frequently they met with their guidance counselors, responded by saying "Not enough; sometimes once a year, sometimes two or three times."

The average counselor is responsible for between 200 and 500 students, many of whom are experiencing serious personal problems. The students interviewed stated that their guidance counselors are doing the best they can, but since they must respond to so many needs, the job seems impossible. It is not surprising, therefore, that a sensitive, insightful gifted student is reluctant to use a counselor's time to discuss problems or future plans. Some feel their concerns are not nearly as critical as those experienced by other students and, because they are logical people, they can figure out solutions by themselves. Unfortunately, they tend to believe the myth that gifted students can make it on their own.

These students need a proactive counseling program based on adolescent growth and development issues such as identity and adjustment, changes in relationships, and career paths—problems that are compounded because they are gifted. They need counselors who will listen to them, interpret and clarify their abilities and experiences, discuss their changing ideas and self-concepts, and help them make future plans. This can be accomplished partially through guidance workshops—structured and unstructured discussions in which gifted students have the opportunity to collect information and talk about their concerns with adults and peers. However, it is not enough to simply provide information and a forum for discussion. When the goal is knowledge of self and community, the curriculum must include ways for students to change their ideas and form new ideas and concepts (Buescher, 1987a).

Interviews for this book uncovered some remarkable counselors and programs. Programs that are successful in meeting the social and emotional needs of gifted students differ in many ways, but they share the following distinctive features:

- They are coherent and predictable.
- They begin by seventh or eighth grade and are available to students throughout secondary school.
- They are designed to meet the specific intellectual, social, and emotional needs of gifted students.
- They consist of regularly scheduled group discussions, individual discussions, and writing activities when appropriate. Group discussions may be structured or unstructured, depending on topics covered.
- They include a specific plan designed to assist students in understanding themselves and others.
- They include students who are identified as gifted (generally through IQ scores) but may not be achieving academically.
- When aptitude tests, interest inventories, and other assessment instruments are administered, their functions and limitations are explained.
- The principal, teachers, and other staff are highly supportive of these counseling programs.

Group discussions, scheduled on a regular basis, can assist gifted students in several ways. Some counselors interviewed indicated that they structure most group discussions flexibly. They begin each year with self-awareness and self-exploration exercises to help students deal with stress, changing self-images, and social relationships. Most of the counselors interviewed use the group discussion period for precollege and career counseling. All stated that group discussion is an invaluable part of the guidance curriculum, especially when it is accompanied by writing assignments. Teachers can support a guidance program by meeting with counselors to learn what topics will be discussed. Such a collegial approach to guidance helps students

- learn about themselves and deal constructively with the ways in which being labeled *gifted* affects their lives;
- clarify issues such as expectations, multipotentiality, and underachievement;
- set educational goals;
- acquire decision-making skills;
- discuss and practice social relationships; and
- learn about available opportunities such as internships or summer programs.

CAREER EXPLORATION

> Nothing is so simple for me that I can do a perfect job without effort, but nothing is so hard that I cannot do it. This is why I find it so difficult to decide my place in the future. (Hoyt & Hebeler, 1974, p. 121)

Career exploration, a self-discovery process, assists students in understanding the relationship between

school and careers, becoming familiar with realistic career options, setting short- and long-term goals, and planning for the future. It is common to attribute extraordinary powers to gifted students who are preparing for the world of work. Contrary to popular thinking, however, they need special help to prepare for that world, in part because of their characteristics and in part because an occupation, for gifted students, often becomes lifelong career development. Gifted students need more, not less, information and assistance with career planning, because some have more options and alternatives than they can realistically consider and some are caught in a conflict between self-fulfillment and pleasing other people. Too often, gifted young people are expected to succeed on their own or adapt to whatever situations they happen to encounter; thus, career planning is left to chance (Frederickson, 1979, 1986; Kerr, 1981).

Gifted high school students take career planning seriously (Colangelo & Zaffrann, 1979; Frederickson, 1979; Kerr, 1981), but studies and interviews indicate that many high schools do not consider the career-planning needs of gifted students as a guidance priority. For example, longitudinal follow up of 1,000 high school students identified as gifted for Project TALENT revealed that the most blatant curricular omission made in secondary schools was career guidance (Delisle, 1982). And in a national survey of 1,894 secondary schools in the United States, Chapman and Katz (1983) found that guidance counselors placed primary emphasis on educational assistance and gaining admission to prestigious undergraduate colleges or graduate schools (Clark, 1983).

When gifted students are not provided with appropriate career-planning information in high school, they may choose college majors or careers prematurely and arbitrarily or delay decision making until well into adulthood. For example, in her study of 1964–1968 Presidential Scholars, Kaufmann found that these students continued to excel during college and graduate school. However, over half of them changed academic majors at least once while in college, one-third changed majors two or more times, and 43% of those attending graduate school did not complete a degree because of career indecision or changing interests. Fifteen years after high school graduation, over one-fourth of her subjects expressed uncertainty about career choices (Kaufmann, 1981; Simpson & Kaufmann, 1981).

The problems encountered by some students are illustrated by the response to an interview with a 22-year-old multitalented graduate of a prestigious university, who said, "School taught me to make rational choices, but how does a rational mind navigate when options are infinite and nebulous? . . . I need some time to tune my instincts. I need some experiences."

Career-planning difficulty may result if any of the following problematic situations are overlooked (Buescher, 1985; Delisle, 1982; Herr & Watanabe, 1979; Kerr, 1981, 1991; Marshall, 1981; Sanborn, 1979; Willings, 1986):

- The student is multitalented and does not know how to make decisions and set goals.
- The student is unusually sensitive to expectations and cannot resolve conflicts between self-fulfillment and responsibilities to others.
- The student is a gifted girl who may decide against occupations that require personal long-term commitment; girls with aptitudes in science and mathematics face special problems (see Chapter 3).
- The student is impatient with ambiguous situations and is driven to seek immediate answers, thereby selecting career paths prematurely and arbitrarily.
- The student is an early emerger and has prematurely focused on an area of interest that limits opportunities for growth and development.
- The student is emotionally immature and cannot think about long-term plans.
- The student believes that he or she is not good at anything because particular abilities have not yet emerged.

A career awareness program designed to meet the specific needs of gifted students is essential to solving these problems. Studies indicate that most gifted students prefer career counseling in same-sex groups and prefer structured, task-oriented counseling over unstructured group discussion (Kerr, 1986), but these preferences are valuable only when applied to a coherent career-planning program. Such a program needs to be sensitive to their multiple interests and the existential dilemmas they face in making choices (Sanborn, 1979).

Research studies and interviews indicate that career planning based on a student's values, interests, needs, and personal cognitive style, as opposed to aptitudes and abilities, seems to be more effective than traditional methods (F. Kaufmann & B. Kerr, personal communication, August, 1987; Kolb, 1983; Myers & Myers, 1980). A broad approach to career awareness for gifted students should include the following:

- Self-awareness; that is, understanding one's personal values, interests, needs, and learning style.

- Decision-making skills, including problem finding and problem solving.
- Understanding present and potential career options.
- Understanding how high school courses, college majors, and advanced degrees relate to careers.
- Understanding how multiple interests can be combined into a career.
- Understanding that some interests are associated with specific careers and some interests become leisure activities. Gifted adults are unlikely to find self-fulfillment through work alone (F. Kaufmann, personal communication, August 1987; Marshall, 1981).
- Participating in internships, mentorships, and other real-life experiences.
- Training for life-style flexibility.

Many schools consider career centers an integral part of their academic resources. Research for this book included a 2-hour interview with a career center coordinator. The interview was conducted in the career center, a room the size of an average classroom. During the interview, counselors, teachers, parents, and students came to the center, used its resources independently, and departed. Students worked on computers or ate lunch while reading. Parent volunteers arrived, entered data on computers, catalogued books, and performed other time-consuming tasks. The coordinator, occasionally interrupted by a student, parent, counselor, or teacher asking a question, outlined the practices and objectives of the center, including the following:

- A flexible 4-year plan guides all activities. Students are assigned objectives each year, including appropriate interest inventories and assessment tests. For example, ninth-grade students learn how to use resources and how to investigate appropriate career clusters.
- Students keep a file of test results and research conclusions.
- Students discuss test results with guidance counselors and the career center coordinator during individual discussions or group counseling workshops.

A career center can make a vital difference in the quality of a career planning program. Counselors, teachers, parents, and students should push for this resource in every school.

What Counselors Can Do. Career planning is most effective when designed as a coherent 4-year program in which, by the end of 11th grade, gifted students can ask and begin to answer the following questions:

- How is school related to my personal career goals?
- How do vocational assessments and inventories relate to my goals?
- What specific steps can I take to explore and investigate fields that appear to be appropriate for me? What type of research will give me answers to questions I ask? If I want an apprenticeship, internship, or mentor relationship, how can I present my credentials to get what I want?
- Why am I interested in specific careers? Is it because of my talent? Interest? The prestige associated with that career? Money? People I know who work in that field?
- What types of work *activities* do I prefer?
- What types of work *situations* do I like?
- What careers do I want to avoid? Why?

If your school has a career center, discuss with its staff the career-planning problems encountered by gifted students. Suggest appropriate assessment instruments and career-planning strategies. A career center can provide a variety of opportunities for students to meet with professionals. However, speakers should be carefully chosen for their ability to relate to adolescents. Students are generally interested in any or all of the following:

- The nature of the person's work.
- Prior work experiences leading to the person's current position.
- How the person became interested in the work.
- The advantages and disadvantages, positive and negative aspects of the work.
- A typical workday.
- Formal educational preparation.
- Courses the person found most valuable.
- Courses the person wishes he or she had taken.
- The long-range job opportunities in the person's field.
- The current and potential salary range.

- The type of person who is content with a particular field; that is, his or her values, interests, learning style, and personal goals.

All career-planning activities should be accompanied by evaluation forms distributed to students and participating adult professionals.

What Teachers Can Do. As a teacher, you can assist students in career planning as follows:

- Discuss your field with your students—its educational requirements, advantages and disadvantages, and future opportunities.
- Encourage students to read biographies and other material about people who work in your specialty.
- Encourage girls to explore mathematical and scientific fields.
- Encourage boys to explore the humanities and/or a liberal arts college, especially if they plan to pursue a specialized mathematical or scientific field.
- Discuss ways that your discipline is related to different careers.
- Provide opportunities for students to write critically and speak effectively about the way their careers might relate to the future.

What Parents Can Do. Parents can aid students in the career-planning process by doing the following:

- Talking about their work—its positive and negative aspects, its advantages and disadvantages, and future opportunities in the field.
- Whenever possible, showing the student where they work.
- Asking open-ended questions when the student mentions careers. (Avoid statements that inadvertently transmit expectations.)
- Encouraging the student to explore, in depth, as many careers as possible.
- Encouraging internships or other ways of experiencing careers.
- Encouraging community involvement, particularly volunteer activities.
- Encouraging the student to be flexible about career decisions and changes. (Gifted students often change careers several times during their work life.)

Additional Career-Planning Resources

The following organizations provide information on career planning for gifted students:

The Counseling Laboratory for Talent Development
Connie Belin National Center for Gifted Education
University of Iowa
210 Lindquist Center
Iowa City, IA 52242
Toll Free: 800/336-6463

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Toll Free: 800/848-4815
Telephone: 614/292-4353 Fax: 614/292-1260
Internet: ericacve@magnus.acs.ohio-state.edu

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Toll Free: 800/328-0272
Telephone: 703/264-9474 Fax: 703/264-9494
Internet: ericec@inet.ed.gov

Gifted Child Development Center
P. O. Box 3489
Littleton, CO 80161
303/798-0986

Guidance Laboratory for Gifted and Talented
131 Bancroft Hall
University of Nebraska-Lincoln
Lincoln, NE 68510
402/472-6947

The Laboratory for Gifted at the Counselor Training Center
401 Payne Hall
Arizona University
Tempe, AZ 85287
602/965-5067

Supporting Emotional Needs of the Gifted
Wright State University
P. O. Box 2745
Dayton, OH 45401
513/873-4306

Career Center Wish Lists for Various Pocketbooks

As soon as the federal government got involved in career education, the air began to fill with printed materials, then film and tape, and now software. The publishers were happy to present anyone in the field with items of one page to multivolume programs. Some were excellent from the start, while others vanished along the way. Some materials are more attractive to students because they are more extensive and accurate and generally offer more value for the money.

Career centers tend to be as varied in their budgets as they are in number of windows. Intelligent shopping challenges the novice, yet even new career center personnel are often charged with selection of materials to fit someone else's pocketbook. The printed materials and films recommended here have stood the test of time and have been found useful in career education programs at the high school level. Four levels of budget are presented, together with suggested items for each level.

There is no review of software here. Software tends to have too many drawbacks at present; much of it is inadequate and overpriced. Students tend to be very excited by it at first, but they quickly lose interest and turn to printed materials. However, the software area is highly volatile, with changes occurring daily. If funds are available, software from any of the publishers listed at the end of this section would be among the best in the field. Be sure review is done by a variety of students as well as the counseling staff.

At the end of the section is a list of addresses of the publishers of the materials presented. Send for their catalogs; most offer other worthwhile items not mentioned here.

Bare Bones: Approximate Cost, $220. A school just starting out in career education with very limited funds could have a program with the following titles and materials:

Dictionary of Occupational Titles
Guide for Occupational Exploration
Occupational Outlook Handbook
Chronicle 3-in-1 subscription
Peterson's *Guide to Four-Year Colleges* or Barron's *The College Handbook*
File Folders

The Dictionary of Occupational Titles (DOT) contains all of the occupations recognized by the Department of Labor as of 1991, with a description of work activities. It is possible to show a student the differences among such job titles as manager, psychologist, and others. There is also a code that establishes the degree of involvement with data, people, and things for each title. It is excellent as a beginning tool to show students some of what matters in occupational selection. The classification system is also the basis for many other sources.

The Occupational Outlook Handbook (OOH) provides wider information than the DOT for the jobs that employ the most people in the United States. An expanded job description, training required, salary, related jobs, and especially the hiring outlook for the next 10 years, as well as an address where the student can write for free information about the occupation, are included. This source is reissued every 2 years, in hard or soft cover. Since it usually holds up for that long in soft cover, money need not be wasted on the hard-cover edition.

The Guide for Occupational Exploration (GOE) is an organization tool for setting up unbound occupational files and cross indexing all occupational information in any medium. It contains the Worker Trait Groups, their rationale, and an alphabetic index to occupations, giving the DOT number and the Worker Trait Group number. (Note: unless files are going to be voluminous, only the first four digits are necessary to set up the Worker Trait Group files.)

Chronicle Guidance materials are excellent, and the 3-in-1 subscription gives more for the money than anything else. Included are monthly issues of occupational briefs and reprints; guidance materials; the *Four-year College Handbook* and the *Two-year College Handbook*, which offer indexes of majors as well as information about colleges in easy to compare chart form; a *Trade, Technical School Handbook*, which does the same for those schools; and a volume that gives addresses for free occupational materials for your unbound files. This is an annual subscription. It takes about 4 years to collect the entire occupational library, but it is one system that allows a subscriber to begin that way, rather than spending the money for the whole collection first and then getting updates.

A college handbook is next on the list. Each offers something different. Barron's has maps of each state, and each selection contains coordinates. Peterson's has a chart of admissions by SAT centile that keeps a student from assuming that medians are absolute. The College Board offering does an excellent job of covering admission testing requirements. These books are annuals; they must be purchased each year.

The file folders are for setting up unbound files in all three categories: postsecondary education (please don't file colleges and trade/technical school materials separately); occupations; and job skills.

Lean and Mean: Approximate Cost, $600. With more money, it is possible to enrich a career center and the programs it offers. In addition to the items in the bare bones program, the following items will be useful:

Dictionary of Occupational Titles, two more copies
Occupational Outlook Handbook, five more copies
The College Handbook, *The College Cost Book*, and *The Index of Majors*
The American Almanac of Jobs and Salaries
Octameron Press publications
Working videotape
VGM Career Books—as many as possible
Peterson's *Two-Year College Guide* and *Guide to Colleges with Programs for Learning Disabled Students*
The Black Student's Guide to Colleges

For the money, the three-volume College Board set gives the best value in handbooks. *The Index of Majors* helps students develop a list of colleges that might be suitable. *The College Cost Book* gives a more realistic picture of college costs than just tuition, fees, and room and board. It develops a comprehensive budget, including books, laundry, travel, and other expenses.

The Octameron Press materials cover all types of financial aid for college or technical school: scholarships, loans, work-study, cooperatives, and federal programs. In addition, Octameron publishes books on writing college application essays, college interviews, and how selective colleges choose students. The books are inexpensive, and most are updated annually.

Beyond the bare bones stage, it is necessary to address the needs of special populations as much as the literature will allow. Peterson's books expand college materials to students wanting 2-year colleges and those with learning disabilities. The volume on black colleges also discusses other ethnic and multicultural groups.

The VGM occupational series is excellent. These books cover a wide range of educational entry requirements, so occupations can be selected that reflect the postsecondary choices of your students. For example, if your school sends 56% of its graduates to 4-year colleges, 25% to 2-year colleges and technical schools, 3% into the military, and the remainder directly into the world of work, then your selection of titles should reflect those statistics. VGM books are updated about every 4 to 5 years.

An additional occupational research source is the *American Almanac of Jobs and Salaries*. It surveys salaries in many areas for the same occupation: private versus government, east coast versus west, and so on. It also has some sections on salaries in history, which could give you entry into some social studies classrooms!

Job skills materials present some problems. Those available vary tremendously in quality, and some of the very best are designed for low-level readers. Many are expensive films. The *Working* videotape from the Metropolitan Life Insurance Company is new, swinging, and fun for the students to watch. It has a strong message about rushing out to get a job. It covers applications, interviews, and some work values. (A few counselors have been turned off by this film, but very few students commented unfavorably. One said he thought it was silly, but he remembered the material and he guessed that was what it intended him to do!)

Full-Bodied: Approximate Cost, $950. With this sort of budget, it is possible to significantly expand programs and respond to special populations. In addition to the items from the bare bones and lean and mean programs, the following may be of assistance:

Peterson's
- *How the Military Will Help You Pay for College*
- *Winning Money for College*
- *The College Money Handbook*
- *Guide to College Admissions*
- *The Minority Career Guide*

J. Weston Walch posters—any of the following:
- *Foreign Language Careers*
- *Opportunities in Foreign Service*
- *Careers in Home Economics*
- *Algebra on the Job*
- *Arithmetic on the Job*
- *Careers for Musical People*
- *Careers for Artistic People*
- *Careers for Sports-Minded People*
- *Getting a Job*
- *English on the Job*

Orchard House, Inc.
- *College Admissions Data Handbook*
- *Technical, Trade and Business School Data Handbook*

Career World magazine (five copies)
Garrett Park Press Career Education Wall Posters

Immediately noticeable in this program is the array of posters. These are not only intended for the career center proper, but are also a good way to get into classrooms. Many teachers would love to have a career bulletin board if it could offer valuable, attractive items. It is helpful to laminate all posters before using them; they will last longer and stay cleaner. Think about the faculty and initially try to choose materials for the areas most likely to be responsive. Be aware, however, that this activity can snowball!

Career World magazine has an annual subscription specifying the purchase of a minimum of 15 copies. If you can afford it, please do so, but you may also order any number from 1 to 14 at a slightly higher rate per issue. There are excellent articles on occupations; each issue features an area in broad scope, and others appear in shorter articles. There are also job skills articles for the unbound file.

The Orchard Park materials are the most comprehensive for their purpose, although they are expensive. They are updated annually. Each school is allotted one page to present admissions information and an overview of its programs. The books can be purchased in soft-cover bound or punched in a binder. The latter is less expensive after the first year, but pages tend to disappear, especially those describing the most popular schools. Some schools have resorted to photocopying the whole issue each year and saving the originals to make replacements, but that might negate savings.

The Peterson's materials mentioned are a selection of many good titles available to reflect a particular school's needs.

Rubenesque: Approximate Cost, $1980. This program represents an ideal pocketbook. At this point, you know the needs of your population and you have used enough materials to be able to judge quality. In addition to items from bare bones, lean and mean, and full-bodied programs, the following will round out an ideal career center information shelf:

Occupational Outlook Handbook, class set
Peterson's
- *National College Databook*
- *Summer Opportunities for Kids and Teenagers*
- *The Athlete's Game Plan for College and Career*
- Assortment of pamphlets

College Board Publications
- *Campus Visits and College Interviews*
- *Writing Your College Application Essay*

Garrett Park Press
- *Emerging Careers*
- *Career Opportunities News (newsletter)*
- *Time for a Change* (women in nontraditional fields)
- *Careers in State and Local Government*
- *Careers in Mental Health*

VGM Career Books—as many as possible—for varying educational requirements
- Professional Careers Series
- *How to Write a Winning Résumé*
- *How to Have a Winning Job Interview*

Sunburst Films
- *Résumés/Job Applications*
- *Interviewing*
- *Jobs for the '90s*

Orchard House, Inc.
- College Finder Map
- (CADS College Maps)

The Sunburst films are the most expensive item overall, but they are good quality. Students pay attention while viewing them. They are available in videotape and in filmstrip/cassette. A warning about videos: Some companies have simply transported their filmstrips to video, so they do not "move," and they are not updated. If this is a matter of concern, take the time to preview any title of interest.

If your career center has developed some sequential career education units, you will need a class set of the OOH.

The publications from Peterson's, College Board, and Garrett Park Press cover a variety of topics and present information not well represented elsewhere.

The Orchard House maps make good bulletin boards or may be displayed in the career center to help students who have heard of a college but do not have any concept of how far away from home it is. They may be used at the end of the year to show where students are going.

There are many more sources and materials of all qualities and all prices available. The materials mentioned here lend themselves to wide use, are attractive to students, and are not inordinately expensive.

The following list of publishers and their addresses includes Social Studies School Service, which is a clearinghouse for career guidance materials as well as other guidance topics. New materials are added as they are published; each item is annotated so you can judge its usefulness; and, best of all, they do not charge over the book price. They are now adding software to their offerings.

Publishers and Addresses

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Chronicle Guidance Publications, Inc.
Aurora Street P. O. Box 1190
Moravia, NY 13118-1190

College Board Publications
Box 886
New York, NY 10101-0886

General Learning Corporation
(for *Career World* magazine)
P. O. Box 310
Highwood, IL 60040

Octameron Associates
P. O. Box 2748
Alexandria, VA 22301

Orchard House, Inc.
46 Love Lane
Concord, MA 01742
(See Wintergreen/Orchard House Inc.)

Peterson's
P. O. Box 2123
Princeton, NJ 08543-2123

Social Studies School Service
10200 Jefferson Boulevard, Room CG1
P. O. Box 802
Culver City, CA 90232-0802

Superintendent of Documents
(for DOT, OOH, GOE)
Government Printing Office
Washington, DC 20402

VGM Career Books
Division of National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60046-1975

J. Weston Walch, Publisher
P. O. Box 658
Portland, ME 04104-0658

Wintergreen/Orchard House, Inc.
P. O. Box 15899
New Orleans, LA 70175
(*Note:* This is a very recent merger.)

Career Center Wish List for Various Pocketbooks was contributed by Sandra D. Martin, Career Guidance Resource Specialist, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia.

Resources and Assessment Tools for Career Exploration

Aptitude tests, interest inventories, other standardized instruments, and a variety of additional resources are used by school systems, counselors, and teachers to assist students in learning about themselves and setting short- and long-term educational and career goals. These instruments are useful because they provide a great deal of information in a minimum amount of time. Some instruments provide information at a relatively low cost. However, most aptitude tests and interest inventories must be used with caution for the following reasons:

- Some tests designed for the general public are inappropriate for gifted students, who tend to score in the 98th to 99th percentiles in all areas, because the ceiling is too low (Fredrickson, 1986; Sanborn, 1979).
- Most aptitude tests cannot discriminate among high levels of performance; thus they do not reflect the relative strengths and weaknesses of gifted students.

Many gifted students score in the uppermost deciles in all scales, demonstrating a high, flat profile (Kerr & Ghrist-Priebe, 1988). These students doubt the usefulness of the tests. As one student commented after taking an aptitude test, "I can be either a mechanic or a nuclear physicist." In a personal interview (August, 1987), Nicholas Colangelo, editor of *New Voices in Counseling the Gifted* (Colangelo & Zaffrann, 1979), succinctly stated the central issue: "Most [standardized instruments] ask gifted students to agree with people who are quite unlike themselves." Thus, when standardized instruments are used to provide information to gifted students, the function and limitations of each test should be explained to the student and family.

A review of the research, together with personal interviews, indicates that a variety of instruments may be useful for counselors who wish to provide gifted students with information about themselves to use in short- and long-term planning. The variety includes tools for values clarification and appropriate inventories that assess interests, personal needs, and learning styles. Values clarification encourages students to understand themselves better and to develop belief systems and behavior codes that they can later use as a foundation for some of the most important decisions of their lives (Tannenbaum, 1983). Interest inventories are designed to help students understand themselves, their possible career directions, and the educational preparation necessary for various career alternatives. Some inventories do not give gifted students sufficient information about careers that have existed for only a few years; however, combined with values clarification, decision-making skills, and appropriate group and individual guidance counseling, these instruments can be helpful. Personal needs assessments assist students in understanding the ways in which their personality

characteristics integrate with careers. Learning style inventories assist students in understanding the way they prefer to learn. For more information on the relationship between cognitive style and career planning, see David Kolb's book, *Experiential Learning* (1983).

Some researchers and educators believe that when gifted students base their decisions concerning a college academic major and a career on values and needs, their choices remain stable even when their interests change (F. Kaufmann & B. Kerr, personal communication, August 1987). Kerr, associated with the National Honors Counseling Laboratory at the University of Iowa, stated that during her many years of working with gifted students, she has consistently found that a values-based individual intervention, which attempts to persuade young people to make choices based on their innermost values, interests, and needs, seems to be most effective for long-term planning. The National Honors Counseling Laboratory, a comprehensive career-counseling research program for gifted students, uses values-based career counseling intervention to advise students on college major and career decisions (Kerr, 1986; Kerr & Ghrist-Priebe, 1988). The following three instruments were used by the researchers.

Values Clarification. The Rokeach Values Survey is a forced-choice ranking of 18 terminal values (guiding principles) and 18 instrumental values (Rokeach, 1973).

Vocational Interest Inventory. The Vocational Preference Inventory (VPI), by John Holland, is published by Consulting Psychologists Press/Psychological Assessment Research for students in grades 12–16 through adult. Testing time: untimed, approximately 30 minutes. An inventory of feelings and attitudes about 160 types of work yields 11 scores, 6 of which can be used as vocational interest types of scales (Holland, 1973, 1974).

Personality Inventory. Personality Research Form is published by Research Psychologists Press Inc./Psychological Assessment Research for use with college students. Testing time: untimed; standard form, 40 minutes; long form, 70 minutes. A self-report personality inventory that yields 15 or 22 scores, depending on the form used. Both editions yield scores for achievement, affiliation, aggression, autonomy, dominance, endurance, exhibition, harm avoidance, impulsiveness, nurturance, order, play, social recognition, understanding, and infrequency. This inventory is generally used for research.

Additional Resources

The following instruments are in common use and are appropriate for gifted students. Many of them are available in a computerized version. Addresses for publishers follow the list.

Values Clarification. Allport Vernon Lindzey Inventory. A forced-choice questionnaire that asks for personal preferences on 45 different questions and attempts to determine the relative strengths of six basic areas of motivation (Allport, Vernon, & Lindzey, 1951). This instrument is based on the assumption that individuals may be assessed through a study of their values or evaluative attitudes, and it yields an individual profile of the relative strengths of Spranger's six value types:

- Theoretical (a person who values the discovery of truth and wants to order and systematize knowledge).
- Economic (a person who is interested in what is useful and practical).
- Aesthetic (a person who is interested in form and harmony).
- Social (a person who prizes other people as ends in themselves).
- Political (a person who prizes power and influence).
- Religious (a person whose highest value is the unity of mankind).

Learning Styles Inventories. The 4-Mat System, Teaching to Learning Styles with Right/Left Mode Techniques (rev. ed., 1987), by B. McCarthy, is published by Excel, Incorporated. McCarthy uses Kolb's conceptual approach to cognitive style, categorizing an individual's approach to learning as a combination of (a) sensing and feeling (concrete experience), (b) reflective observation (watching), (c) thinking (abstract conceptualization), and (d) doing (active experimentation). Teachers and counselors administer an instrument whereby students can become aware of their dominant learning style preference as well as possible alternatives. Knowledge of one's preferred learning style can be particularly useful to gifted students in selecting academic majors and careers (Kolb, 1983).

The Dunn, Dunn & Price Learning Style Inventory (1975) classifies 18 elements of learning into categories

(e.g., environmental, emotional, sociological, and physical) and contains items related to student emotional characteristics such as motivation, persistence, responsibility, and the need for structure or flexibility. For information, write to the Learning Styles Network.

The Renzulli & Smith Learning Style Inventory (1978) assesses student preferences for certain instructional techniques (e.g., lecture, discussion, projects, independent study, programmed instruction, recitation and drill, peer teaching, and simulations and games). It is available from Creative Learning Press.

A Lifestyle and Personality Inventory. The Meyers-Briggs Type Indicator (MBTI), published by Consulting Psychologists Press, is a widely used psychological self-reporting instrument. The developers state that it can be used to determine a person's orientation toward Jungian-defined types (Myers & Myers, 1980). Testing time is 60+ minutes. The MBTI, a nonjudgmental instrument, reflects preferences on four continua: extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perceiving. Scores indicate how people prefer to use their minds (i.e. perceive and judge) and how they relate to the world (as an extrovert or an introvert). Researchers have established positive correlations between MBTI type and career choices (MacKinnon, 1960; Myers & Myers, 1980; Tannenbaum, 1983).

The MBTI can be used with gifted students in atypical ways. For example, one guidance counselor interviewed for this book found that students high on p (perception) need help to get organized, and benefit from study skills courses (N. Dungan, personal communication, August 1987).

Vocational Assessment. The Holland Self-Directed Search consists of three parts, including The Vocational Preference Inventory, listed earlier, the Occupations Finder, and the Self-Directed Search (Holland, 1973, 1974). Holland (1962) developed his model by analyzing responses from National Merit finalists, which suggests that it should be relevant for use with gifted individuals. Gifted adolescents often find the Holland theory of vocational choice helpful because it is based on the following personality types:

- *Realistic type.* Likes to work with things; for example, tools, objects, machines, or animals.
- *Investigative type.* Tends to be curious, studious, and independent; will be successful in any area where creative problem defining or problem solving is valued.
- *Artistic type.* Creative, freewheeling; tends to dislike routine.
- *Social type.* Prefers activities in which helping other people is the primary focus.
- *Enterprising type.* Likes activities that permit leading or influencing other people. The most successful people in fields associated with this type are outgoing, energetic, persistent people who are committed to an idea.
- *Conventional type.* Likes activities that permit organization of information in a clear and orderly way; is responsible and dependable.

The California Occupational Preference System (COPS) is published by Educational & Industrial Testing Service. COPS matches interests with certain career clusters. It is used successfully with gifted students because distinctions are made between different science clusters—for example, physical science, life science, and mathematical science.

School systems throughout the nation successfully use the Harrington-O'Shea Career Decision-Making System, published by American Guidance Service. The design of this tool makes it easy to administer, and it provides most students with an adequate interpretation of their preferences. However, the design may be disadvantageous to early emerging gifted students, students who have decided on a particular career before they have sufficient maturity and experience. Early emergers, particularly students who have little tolerance for ambiguity, tend to structure the results of the Harrington-O'Shea test so as to coincide with their preconceived ideas about careers. The Harrington-O'Shea system does not distinguish among science clusters. For example, the student whose primary interest is physical science may not produce scores indicating science as a preferred career category if he or she rejects life science activities.

Middle School/Intermediate School Instruments. FIRO Scales, a personal needs inventory, is published by Consulting Psychologists Press, Inc., for students in grades 9–16 through adult; testing time: untimed, approximately 120 minutes. FIRO means Fundamental Interpersonal Relations Orientation.

FIRO Scales are self-reporting questionnaires designed to assess a person's need for inclusion, control, and affection in various aspects of interpersonal situations (Thorndike & Hagan, 1986). The test is generally administered to 9th-and 10th-grade students. However, gifted students need the information earlier because they tend to make decisions before their age-mates do.

Therefore, FIRO Scales may be used effectively by intermediate or middle school personnel to assist gifted students in becoming more aware of their affective needs.

JOB-O, an inventory that relates interests to occupations but does not measure ability or aptitude, provides information about the skills that are needed for obtaining a specific job. JOB-O is often used with older students. It is, however, more appropriate for seventh- and eighth-grade gifted students. These students are ready for the information provided by this instrument because aptitude and ability are not appropriate criteria for decision making. As noted earlier, young gifted adolescents are ready to think about careers and simultaneously need an appropriate approach to career planning. JOB-O is published by CFKR Career Materials.

Raven Advanced Progressive Matrices is published by The Psychological Corporation: testing time: 30-60 minutes.

The Raven Matrices, a nonverbal general-ability instrument, measures abstract reasoning ability using a series of patterns (Baska, 1986). Several versions exist. The Advanced Raven is not well validated and is recommended only for use as part of a broad screening program. Some evidence indicates that Raven Matrices may assist school system administrators and counselors in identifying preadolescent gifted students who might not be identified by typical identification measures; it is purported to be culture fair. Middle school magnet programs (for example, schools in Chicago and Maryland), have found that a student's Advanced Raven score yields useful information, such as the degree to which a student can reason inferentially.

Software. Technological advancement has added a new dimension to career counseling: computer-based career information and guidance systems. Although the state of the art is still unfolding, interviews indicate that the following computer-based career information and guidance systems are being used successfully with gifted students.

DISCOVER, available from the American College Testing Program (ACT), was developed as a systematic career-guidance program to assist in career-development activities at the secondary school level. The package includes values and decision-making education, relating and exploring occupations, and career exploration and planning.

SIGI (System of Interactive Guidance and Information), published by Educational Testing Service (ETS), is based on the assumption that a person's values are the overriding factor in the choice of a career. The computer system weighs the relative strengths of 10 values (income, prestige, independence, helping others, security, variety, leadership, field of interest, leisure, and early entry) and tests the user by considering combinations of hypothetical jobs, each of which stresses one particular value. When values conflict, the computer warns the user of the discrepancy and asks the user to reconsider. In an interview, an ETS representative stated, "SIGI is smart enough so that if a kid says 'I want to help people' and 'earn $100,000 a year,' the program recognizes a conflict in goals and provides alternatives." SIGI is updated every year.

SIGI PLUS, an enhanced version of SIGI, includes an improved values game. Users may play the game immediately after giving weights to their values. The game is patterned after the card game Rummy. Users are first dealt a randomly selected "hand" of seven cards, each featuring a short phrase that defines some aspect of a value, for example,

- "The work you do may improve society."
- "Your job has high status in the community."
- "New technology won't make you lose your job."
- "You have a good chance to make a lot of money."

Other value cards from the "deck" are then exposed, and users try to improve their hands by picking up these cards, but always at the cost of discarding a card. After users have seen the full deck, the cards in their hand should describe a job that is close to ideal. The screen then shows which SIGI PLUS value corresponds to each card and points out any inconsistencies between the cards held and the values that were previously given high weights. In light of what they have learned from the game, users then may readjust the weights assigned to values.

Resources for Educational and Psychological Testing. The following sources provide information on assessment tools listed above:

American College Testing Program
P.O. Box 168
Iowa City, IA 52240

American Guidance Service
Circle Pines, MN 55014

CFKR Career Materials
11860 Kemper Road, Unit 7
Auburn, CA 95693

Consulting Psychologists Press, Inc.
3803 East Bayshore Road
Palo Alto, CA 94303

Creative Learning Press
P. O. Box 320
Mansfield Center, CT 06250

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, CA 92107

Educational Testing Service (ETS)
CN 6403
Rosedale Road
Princeton, NJ 08541-6403
800/257-7444

Excel, Inc.
200 West Station Street
Barrington, IL 60010
800/822-4MAT

Learning Styles Network
Attention: Professor Rita Dunn
School of Education and Human Services
St. John's University
Grand Central and Utopia Parkways
Jamaica, NY 11439

The Psychological Corporation
Harcourt Brace Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-2498

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5. Learning About Colleges: What Have They Got That I Want?

This chapter addresses some ways that counselors, teachers, and parents can assist gifted adolescents as they begin stage two of the college planning process: learning about colleges. The chapter is organized to permit counselors to support student learning by providing written material and group discussion workshops. Group discussions are particularly important: They enable students to discuss college planning ideas with gifted peers, test ideas, and change ideas that are ineffective (Buescher, 1987).

The book broadens in scope at this point by including written materials for counselors to duplicate for student use. Gifted students can use these materials to learn about colleges as they need the information. The materials provided account for differences in learning styles. For example, some students take "quantum leaps," while others proceed sequentially from a given point. Regardless of students' learning styles, knowledge about themselves is a co-requisite.

Counselors and parents will discover that learning about colleges is a two-step process:

- Step one involves collecting general information by reading guidebooks and using multimedia resources, talking with people (asking questions), and visiting colleges. (See Chapter 6 for information on campus visits.) By the end of 11th grade, the student will develop a list of 10 to 20 colleges based on personal criteria.
- Step two involves analyzing and evaluating information, again by reading, using multimedia resources, asking questions, and visiting colleges. By the middle of 12th grade, the student will narrow his or her list to five or six colleges by evaluating information about college offerings and the method used by colleges to select a freshman class. The final list should reflect (a) personal values, interests, and needs; (b) the variety and range of available college opportunities; and (c) realistic constraints such as cost and distance.

As stated earlier, the goal of all guidance activities is to gradually bring the student closer to developing a list of possible colleges, realistic career choices, and a personally satisfying future. The college-planning process described in this book will assist counselors, teachers, and parents in their efforts to encourage gifted students to be attuned to their needs, ask analytic questions, integrate different types of information, and be creative researchers. A collaborative effort that includes the student and the student's counselor, family, and teachers is essential to achieve these goals.

When a student is comfortable with a self-evaluation process and begins to view himself or herself in terms of values, interests, skills, and personal needs rather than in terms of strengths and weaknesses, the student is prepared to begin the exploration of college offerings. The better the self-knowledge the student has, the better the student will be able to match his or her goals, expectations, and requirements with those of a college. This matching process carries several cautionary notes.

1. Educators and counselors interviewed for this book indicated that gifted students become anxious about applying to college as early as seventh grade, although they may not know basic college-planning facts such as what courses will appear on a

high school transcript. They need reassurance; for example, college decisions do not have to be made prior to 11th or 12th grade. However, reassurance unaccompanied by information and a coherent plan is rarely sufficient for gifted students. In fact, waiting until 11th grade to begin collecting information does not permit sufficient time for rational decision making. *Gifted students need to understand that college planning is part of a lengthy career planning process; it need not be a finite event that begins and ends mysteriously or arbitrarily.* Learning about colleges is one part of a broad-based approach to planning for college, designing career goals, and, ultimately, leading a personally satisfying life.

2. There is no such thing as the perfect school. The college experience, like life, is a series of trade-offs. Most gifted students should be able to identify several different types of schools appropriate for them. This does not mean that they would have identical experiences at each school, only that their experiences would be equally positive.

3. The path from point A, knowing oneself, to point B, a satisfying college experience, does not necessarily follow a smooth progression. Gifted students develop intellectually, socially, and emotionally at inconsistent rates. Like all adolescents, they face the challenge of making a critical decision on college selection at a point in their lives when they have not finished "becoming themselves." Parents, teachers, and counselors should encourage them to think of college selection as the first step in what may ultimately be a multistep process. For example, the college environment suitable for freshman and sophomore years may be unacceptable for the final 2 years because the student—not the college—has changed. In such a case transfer is a realistic and positive option. An understanding of college choice as a multistep process is particularly useful and encouraging for students whose academic performance in high school precludes admission to a highly selective college. Application to such a school may eventually be a realistic goal. This encouragement will provide hope for the future and ameliorate potential feelings of failure.

4. The most selective colleges receive more than 10 applications for every freshman vacancy. A large percentage of these applicants are highly qualified. A student who aspires to a highly selective college can expect a highly competitive application review. Because the student's credentials will be examined so carefully and critically, knowing what the student is up against before he or she begins can help make the college search more realistic. Again, the key is to provide the right kind of information at a time when students need it.

5. Some gifted adolescents have a difficult time with the organizational patterns of secondary school education. Impatient with a secondary school system and structure that does not meet their needs, they accelerate to leave high school early. According to one counselor, "They've been in the pressure cooker too long." However, many colleges are reluctant to accept young students without evidence of emotional maturity. Schools such as Simon's Rock of Bard College, at Great Barrington, Massachusetts, or the Program for the Exceptionally Gifted (PEG), at Mary Baldwin College in Staunton, Virginia, provide a combined high school and college curriculum that may be more appropriate for extraordinarily gifted young people.

6. During their later years in high school, some gifted students seem to perfect the art of procrastination. Multipotential students may not be ready to select priorities; they may be academically successful in all courses while unable to focus. Students sensitive to the pressure of expectations may develop a case of advanced paralysis each time someone asks, "Where are you applying to college?" Both groups swing from one unrealistic extreme to another. They decide on a college or career one day, and the next day they reject that choice and wonder how they will ever decide. Their deliberations, however, may not result in active planning for college.

Counselors, teachers, and parents are often surprised that gifted students have not matured as expected by their senior year in high school. Students' uneven developmental patterns and characteristics may complicate college planning. For example, despite everyone's best effort, the students may procrastinate until the 11th hour. Some counselors, familiar with the effort required to persuade these students to send for college applications, adjust their calendars to accommodate the last-minute paperwork. Teachers wonder how they will cover the required curriculum and assist students with writing the essay portion of the application. Parents become impatient as they realize the complexity of the application process and how little it resembles their own experiences. Parents may urge students to make an arbitrary decision based on cost or apply to colleges previously attended by family members.

7. The increasing number and variety of books on how to get accepted by the college of your choice add to everyone's anxiety. Students say these books are helpful because they teach so-called marketing techniques. However, many books inadvertently reinforce the idea that college planning begins with November SATs and ends with letters of acceptance from the student's chosen schools.

College and career planning may be particularly difficult for some gifted students. However, it can be a growth-promoting experience for all participants when the ultimate goal, student decisions based on realistic criteria that result in a satisfying life, is kept at the forefront of all decision-making activity.

WHAT COUNSELORS CAN DO TO ASSIST STUDENTS

A broad range of career- and college-planning activities that include a combination of the following will help students learn about colleges and proceed through the application process:

- Group discussions, seminars, and workshops help students clarify personal values, interests, needs, and learning style preferences. Students can match their personal traits and goals to an appropriate range of colleges and college offerings.
- Multimedia career- and college-planning materials supplement group activities.
- Individual counseling sessions provide opportunities to clarify information and personal conflicts.

Group Discussion, Seminars, and Guidance Workshops

Counselors can:

- Elicit parent support early each year. Many parents are accustomed to acting as advocates for their students. They tend to act with greater wisdom when they understand the guidance counselor's goals and objectives. Describe guidance goals and solicit help. Decide how parents can assist with college and career programs (be specific), and provide a sign-up sheet.
- Provide at least one workshop to review the issues presented in Chapter 4: self-awareness, decision making, and goal setting.
- Provide a group discussion on the relationship between personal choice and college planning. Some students feel more confident about college planning when they understand the following:
  1. There are fundamental differences between high school and college life: the latter provides more space, more individual freedom, less structure, and more choices.
  2. College students respond differently to increased independence. Some who earned high grades in high school (a highly structured environment) continue to do well in college. Some students, however, may not be as satisfied with college, in part because expectations change.
  3. Some students who do not do well academically in high school are highly successful in college, in part because of a different structural organization than is provided by the average public high school.
- Provide additional workshops that address the following topics:
  - ☐ Why do I want to go to college? What are my values, needs, and goals? What do I want from a college? Figure 5-1 can provide some structure in answering these questions.
  - ☐ How do I want to live for the next 2 to 4 years?
  - ☐ How shall I learn about colleges?
  - ☐ What are their distinguishing characteristics?
  - ☐ What shall I look for during a campus visit?
  - ☐ How does a college evaluate applications and choose a freshman class?
  - ☐ What do I have that colleges want?
  - ☐ How do I complete an error-free application?
  - ☐ How can I effectively present my credentials?
  - ☐ How can I secure strong recommendations?
  - ☐ How shall I use the interview to my advantage?
  - ☐ How do I write an effective essay?
  - ☐ How can I pay for college?
- Provide a workshop or discussion where high school juniors and seniors can speak with college students about college planning terms and issues, such as (a) the difference between high school and college life-styles in terms of time-management issues (i.e., the way an average day, week, and semester differs from high school); (b) the need to be self-reliant and organized in work habits; (c) choosing a college; and (d) the meaning and implications of college-planning terms such as *class size*.

FIGURE 5-1

Student Questionnaire

Why Are You Going to College?

Many colleges and universities offer a well-rounded education, an escape from home, and the time and opportunity to pursue abilities and interests. But if you take a closer look at why you are going to college, you will get a better idea of how selective you should be in your search. There are 25 statements listed below. Check off the 5 statements that *most accurately* describe your reasons for going to college. They are not listed in any particular order.

_____ 1. To live in a different part of the country.
_____ 2. To be exposed to new ideas.
_____ 3. To have a more interesting social life.
_____ 4. To be near cultural activities.
_____ 5. To get practical experience in my chosen field.
_____ 6. To prepare for a specific professional school (e.g., law, architecture, dentistry or medicine).
_____ 7. To get a solid liberal arts background.
_____ 8. To participate in athletic activities.
_____ 9. To be challenged academically.
_____ 10. To compete with others on my level.
_____ 11. To go to a high-status school.
_____ 12. To get specific vocational or career training.
_____ 13. To help me get a good job or career.
_____ 14. To meet people different from myself.
_____ 15. To study and live abroad.
_____ 16. To take classes from renowned professors.
_____ 17. To develop my abilities, potential, talents, and interests.
_____ 18. To participate in a special educational program.
_____ 19. To be out on my own.
_____ 20. To join in extracurricular activities.
_____ 21. To earn a better living and life-style.
_____ 22. To satisfy my parents.
_____ 23. To go where my friends are going.
_____ 24. Because I have nothing better to do.
_____ 25. To have fun and not work too hard for the next 2 to 4 years.

If you checked off numbers 2, 3, 8, 17, 19, 22, 24, or 25, almost any college can offer you the right opportunities. If you chose numbers 1, 4, 5, 7, 10, 12, 13, 14, 15, 18, 20, 21, or 22, you will have to be more selective. If numbers 6, 9, 11, or 16 were among your choices, you will have to look for a highly competitive and academically prestigious school.

Note. Contributed by Shirley Levin, College Bound, Inc., Rockville, MD.

- Continue career-awareness activities. A career-awareness program is most effective when students maintain folders that contain results of their career-planning activities, such as their learning style preference, the Meyers-Briggs Type Indicator, vocational assessments, and so forth. When used as part of a coherent plan, these folders may assist students in choosing a college academic major and focusing on an area of interest.

During 11th and 12th grades, students should be strongly encouraged to participate in mentor relationships, internships, and volunteer activities. Interacting with community business and industry representatives can provide support for a career-planning program. Most schools find that physical and social scientists (e.g., physicists, meteorologists, astronomers, economists, and anthropologists) and other professionals enjoy talking to students about their work. Once contact is established, professionals will often invite students to their work locations and continue sharing details about their careers.

A counselor's role as student advocate and resource does not end when letters of acceptance arrive. Some students have difficulty breaking away. These students spend years in academic and social activities that nurture close friendships, and they sense that their lives are about to change. Although this is true for adolescents in general, gifted students, because of their characteristics, may especially need guidance activities that ease the transition from high school to college.

Supplemental Written Material

Gifted students need guidance workshops that provide an explanation of the college-planning process. They also need materials that support and supplement group workshops. This chapter and Chapter 6 provide a variety of resources that support college-planning activities. Counselors can also consider the following suggestions:

- Provide and distribute attractive written material, including the following:
  - ☐ The goals of the high school's college counseling program.
  - ☐ Areas of responsibility (for example, what the guidance department is responsible for and what each student is responsible for).
  - ☐ A college planning calendar that includes information such as the locations and dates of tests.
  - ☐ Hints on the college visit, the interview, crafting the essay, and completing other aspects of the application process.
- Provide a series of timely school newsletters that remind students of
  - ☐ Transcript request procedures and deadlines.
  - ☐ College fairs and college-planning workshops (offered by schools, parent groups, and others).
  - ☐ Dates when college representatives will be at the student's high school and at nearby schools.
- Provide a list of local, regional, and national summer opportunities.
- Provide a booklet written by students that offers college-planning hints. (This project might be a senior class gift to the school or an honor society project.)

Individual Counseling

Individual counseling sessions may be structured or unstructured, depending on the needs of the student. Some individual counseling sessions consist of brief conversations that occur during an average day. Individuals interviewed for this book shared many personal experiences. Several gifted adults remembered one high school or college advisor who was instrumental in helping them plan for college and/or a career. The advisor became the student's advocate, occasionally contacting the student with ideas about college plans. One individual remembered that her counselor asked brief questions such as, "Do you know that you can take SAT-II: Subject Tests at any time during high school? You might consider taking the _____ test this month." Another individual described her experiences with her high school counselor by saying, "She tapped me on the shoulder occasionally [to give me information or remind me of a particular deadline]. I knew that she took a personal interest [in me]."

WHAT STUDENTS CAN DO TO LEARN ABOUT COLLEGES

There are more than 3,000 colleges in the United States. Some are more selective than others. Some are "name brand" colleges, while some of the nation's best colleges are not well known. Eventually you should choose a range of five or six colleges that are appropriate for you. The group should include one school you are sure will accept you (a safety school), one school where admissions criteria are slightly beyond your credentials (a long shot), and three or four colleges where admissions criteria match your credentials. Be sure your list includes schools where you *might* be accepted, schools where you will *probably* be accepted, and schools where you *know* you will be accepted. Your decision should be based on what you know about yourself and your values, interests, personal needs, and goals; what you learn about colleges and college offerings; and an understanding of how colleges evaluate applicants. This is not an easy task, in part because your interests, needs, and goals may change and in part because college admission standards change each year.

Your guidance counselor and parents can help you learn about yourself and develop personal criteria to use when selecting colleges. You can do the following to learn about colleges and college offerings:

1. Become familiar with different types of college guides and multimedia resources.
2. Ask questions. Talk to college students, graduates, and college representatives.
3. Visit a wide range of colleges.

College Guidebooks and Multimedia Resources

There are two types of college guides. For the purpose of this discussion, they have been labeled *objective guides* (these provide data-based information), and *subjective guides* (these provide information based on opinions).

Objective Guides. Objective guides provide categorical and statistical data on every 2- and/or 4-year college and university in the United States, Canada, and other countries. They list colleges and universities alphabetically or by state; most list the telephone number for the Office of Admissions. According to one source (Drabelle, 1987), the five leading objective guides are *Profiles of American Colleges*, published by Barron's, the *College Handbook*, published by the College Entrance Examination Board (CEEB); and *Peterson's Guide to Four-Year Colleges*, *Lovejoy's College Guide*, and the *Comparative Guide to American Colleges*, published by Cass & Birnbaum. Objective guides provide data-based college profiles that are written by the colleges and, hence, may be designed to cast each college in a favorable light. However, this fact does not negate their usefulness.

Objective college guides contain similar information but differ in several ways:

- Some objective guides have specific orientations; for example, a section on careers. The section may be useful, but it may not be appropriate for gifted students.
- Some objective guides are more thorough in breadth, depth, and scope of coverage.
- Some objective guides include worksheets that allow students to map the college selection process; this is particularly useful for some students.
- Some objective guides are revised annually and contain up-to-date information on the cost of tuition, room, and board.
- Some objective guides are accompanied by a companion *Index of Majors*. Such an index provides information for students who know what they want to study, but not where to study it. The index is particularly helpful for students who want to combine academic majors (e.g., physics and philosophy) or want to major in an area that is relatively uncommon (e.g., a specialized microbiological science).

The statistical information provided by objective guides can be used in different ways. For example, most college profiles list the number of undergraduate students enrolled. When you visit a college, investigate the relationship between college size and the

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size of an average freshman class. You may find that some classes are gigantic, but the college offers supplemental freshman seminars. Guides also list admissions standards, including the school's basis for selection. This category includes the average SAT and/or ACT scores of entering freshmen. The average scores are not adjusted to reflect students who leave the school prior to graduation. You can use the graphic breakdown of each institution's SAT/ACT scores to determine how comfortable you will be academically. Compare your scores to those of students enrolled in the college or university. Based on this information, if your scores fall in the top or middle of the range, you will probably be comfortable. If your scores fall in the bottom third, prepare yourself for rigorous coursework and an academic challenge. Additional information can be obtained when you visit a college. Ask about the SAT/ACT scores of students who chose to enroll in the academic major you are considering. Again, compare your scores with those of students who have completed that academic major successfully. Bear in mind, however, that SAT/ACT scores of students who have completed an academic major are only one way of estimating whether or not you will be comfortable with a school's academic expectations, and that because scores have been averaged, they may be misleading. In addition, scores may not reflect 1994 changes in SATs.

Subjective Guides. Subjective guides are similar to objective guides but limit the colleges discussed to specific groups or focus on specific topics. They include *The Fiske Guide to Colleges, The Insider's Guide to the Colleges, The Public Ivys* by Richard Moll, and others. Objective and subjective guides are used differently. In effect, subjective guides supplement objective guides. Keep in mind the following:

- Some subjective guides may not specify criteria used to rank colleges. Descriptions may in fact be one person's biased opinion, formulated during a brief one-time visit.
- Some subjective guides rank academic departments in selected colleges. They may not state their criteria. The information may be valuable when verified during a college visit, particularly if you arrange an interview with a faculty member.
- Some subjective guides discuss student life or a specific aspect of campus life-style.
- Some books focus on topics such as the campus visit, the application, and the essay. They may be useful, but they differ in the quality of advice.

Objective guides may be pallid, but they are often more useful than colorful subjective guides. For example, the listing for Pace University from *Peterson's Guide to Four-Year Colleges* states, "Graduate students teach no undergraduate courses." This is more useful than the following statement in a popular subjective guide: "The University of _____ is divided unofficially into three groups: the 'regs' (regular people), the 'preps,' and the 'granolas'" (Drabelle, 1987). Anecdotal information may be entertaining, but it also may be biased or misleading. If you want to find out how many students in a particular school graduate with a business degree (statistical information), consult an objective guide. If you want to find out about the social scene at a particular school, consult a responsible subjective guide, preferably one that collects information through questionnaires distributed to enrolled college students. Bear in mind that the social scene at every college varies from year to year and that some descriptions have been written by students who graduated prior to the book's publication date.

Additional Resources. Viewbooks, published by most colleges and universities, are generally the first written information students receive from colleges. They are glossy publications designed to promote the college's physical appearance and campus facilities. Larger schools with many resources may emphasize technological equipment. Smaller schools with fewer resources might emphasize a homey atmosphere. Viewbooks provide superficial information that should be confirmed during a campus visit.

Many colleges produce videotapes that take students on a narrated, picturesque video visit. Like viewbooks, videotapes present an idyllic physical setting with students studying under a tree on a lovely spring day. The view may be misleading. Again, information should be confirmed during a campus visit. Some students may want to visit a campus when the weather is pleasant and, again, when the weather presents inconveniences such as heavy rain or snow.

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Computerized databases offer another way to learn about colleges. The software is easy to use and offers fast, easy access to information. The more sophisticated programs are interactive, menu-driven, and offer a college selection service, financial aid information, and career exploration. They also offer a "why not?" option, which tells users why certain colleges or career choices were not included. The scholarship search allows users to match individual characteristics such as ethnic and multicultural background or special talents with sources of aid, such as national and state grants and public and private scholarships. Keep in mind that information on career options may be based on typical students, rather than gifted students.

Every college and university publishes a catalog describing the institution and the courses offered. Some colleges charge a fee for the catalog. If you are interested in a school, reading the catalog is useful. College catalogs can help you assess a school's distribution requirements, the kinds of courses taught, and the sizes of various academic departments. This will help you decide whether or not a particular college will meet your academic and career needs. Bear in mind that although one particular course may sound interesting, that course may not be taught each semester and may even be dropped by the time you enroll. If you are interested in specific courses, ask about them when you visit a campus.

Figure 5-2 presents a sample letter requesting information from a college.

FIGURE 5-2

Sample Request for Information from a College

Director of Admissions
College of Your Choice
Address

Dear Sir:

I am a student at _____ High School in (city and state). I plan to graduate in June of 19_____. My social security number is _____. Please send me a copy of your latest college catalog and an application form. I also would like to receive forms for all types of financial aid. I am considering majoring in _____, am also interested in _____, and would appreciate any information about these concentrations.

Thank you very much for your assistance. I look forward to hearing from you soon.

Sincerely,
Your Name

Asking Questions

The second way you can learn about colleges and universities is to ask questions. Take advantage of opportunities to obtain different types of information by asking questions of college representatives, college students, teachers, and others who can provide first-hand knowledge. You might ask the same question of several people. Consider, compare, and evaluate information you receive. Compare notes with your friends. Draw preliminary conclusions. Then test your conclusions when you visit the campuses.

College representatives can answer the following questions:

- What makes your college different from all other colleges?
- How does the college evaluate applicants? What weight is given to objective/numerical information (GPA, class rank, standardized test scores) versus subjective information (presentation of extracurricular activities, recommendations, the essay, and the interview)?
- Does the college require students to take specific courses or enroll in courses to fulfill certain requirements (i.e., distribution requirements/core curriculum)?
- How does the college welcome each freshman class? What procedures exist for orientation, advising, and registration?
- How does the college assist students with career planning?
- Is the admissions process "need blind?"
- Are merit-based scholarships available?

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College students can answer the following questions:

- Where is the college located? In a city? In a rural area? What do you like and dislike about the location?
- Why did you select that college?
- What is campus life like? What are the "hot topics"?
- When you started college, what differences did you notice between high school and college? Can you describe an average day?
- How do you live? What kind of living arrangements does the college offer, and what are the advantages and disadvantages of each living style?
- Where do students study?
- What kind of relationships exist between students and faculty?
- What provisions are made for student physical and mental health, safety, and security?
- Does the school help you plan a career? If so, how?

If you need additional assistance, ask your guidance counselor and parents.

Visiting Colleges

> Applying to a college you haven't seen is like buying shoes by mail; it's simply impossible to know if you'll be comfortable.
>
> *Dean of Admissions,*
> *College of William and Mary*

The third way to learn about colleges is to visit. You may have gathered a lot of information by reading the guides and asking questions. Visiting colleges, however, is the only way to acquire firsthand information and test your conclusions, and it is the only justifiable way to make final college selection decisions. A visit offers an opportunity to "look beneath the ivy" and examine the bricks.

Campus visits are most effective when conducted in two stages. Plan to collect different types of information during each stage. Timing depends on a number of things, including your schedule and your family's schedule. You should begin to visit campuses no later than your junior year in high school. If you want to consider applying for early decision, you must start earlier and/or combine the following steps.

Stage-One Visits. You should plan to visit approximately 8 to 12 colleges that look interesting. This will be easier if the colleges you want to see are located in one state or adjoining states.

Guidelines

- If possible, plan to visit several campuses during a single 7- to 10-day period during the summer or any other available time. A family-team approach works best for this type of "grand tour." If you have younger siblings, take them along, because they might notice things that you do not see and the trip will help them become familiar with college campuses.
- Call each admissions office in advance and ask some of the following questions:
  - ☐ Can you send us a campus map?
  - ☐ Where is the nearest place to stay overnight?
  - ☐ Are there any other colleges nearby?
  - ☐ Will we be able to park on campus?
  - ☐ What time are guided tours and group information sessions? How long do they last?
  - ☐ Are regular-term enrolled students currently taking classes on your campus?
  - ☐ Are any campus activities planned on the day we plan to visit?
  - ☐ Does the school offer on-campus interviews? If I want a personal interview with the dean of admissions or a representative, can you make suggestions about timing?

The National Association of College Admissions Counselors (NACAC) will supply maps to different colleges for a small fee. Write to NACAC Publications Department, Suite 430, 1800 Diagonal Road, Alexandria, VA 22314.

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- During the campus visit, you and your family should plan to accomplish the following:
  - ☐ Take the guided tour.
  - ☐ Visit several campus buildings.
  - ☐ Eat in the dining hall.
  - ☐ Read the student newspaper and bulletin boards.
  - ☐ Ask questions of the admissions office, students, and faculty.
  - ☐ Tour the surrounding area. Ask questions about the weather, shopping, and the community.
- Take good notes during each visit; record your impressions as soon as possible. Pick up an application and other information.
- If a stage-one visit includes a personal interview, write a prompt thank-you note to the interviewer. The personal note will reinforce the interviewer's memory of you and can be especially helpful if you are interviewed on a day when the admissions officer has seen many applicants.

Colleges are often close to one another, so that if a trip is well planned and you take good notes, you will gather a lot of informal information in a short time.

A word of caution: If an initial visit is planned for summer, the students on campus may not be typical of the student body present during the regular term. The goal of a stage-one visit, however, is to collect general information and answer the question, "Do I think I would be happy here?" You may require a second visit to secure specific information, present your student credentials to the college, and ask, "What are my chances for admission to this school?" Following stage-one visits, sift through the information collected, talk with your parents and counselor, and narrow the list of possibilities. You should now be able to prepare a *rank-ordered* list of four to six colleges where you will probably be comfortable. If this is not possible, then additional campus visits or a different approach to analyzing the information gathered is necessary. *Do not make a final decision on the basis of a stage-one visit.*

Stage-Two Visits. A stage-two visit helps you reach final decisions. Here, timing may be more important than for a stage-one visit. A stage-two visit during late winter or early spring helps both you and the colleges. Between January (the date when most student applications must reach a college) and April (the month when colleges traditionally send out acceptance letters), colleges have the most information about their pool of applicants, available scholarship money, and other factors. They may be able to provide you with concrete information that will help you reach a final decision. Therefore, after completing the application process, you should revisit the campuses that interest you for at least 1 to 2 days each, preferably while classes are in session. Use the questions in this guide and the information you have gathered to develop a list of key questions to ask during a stage-two visit.

Guidelines

- Call well in advance to make an appointment, especially if you want an interview with an admissions officer, faculty member, and/or the director of financial aid. (It may be difficult to meet with some college representatives and admissions officers between August and December, since they tend to visit public and private high schools during the fall. You can visit on a day when most high schools are closed; for example, a legal holiday. Make an appointment 3 or 4 months in advance.)
- Plan to spend enough time to experience "a day in the life of a student."
  - ☐ Eat in the student dining hall again.
  - ☐ Sit in on at least one class.
  - ☐ Spend a night in a dorm room.
  - ☐ Spend some time in the student center.
  - ☐ Ask students why they decided to attend that particular school.
  - ☐ Read bulletin boards and student newspapers.
- Plan to visit faculty members in academic departments that interest you. Speak with athletic coaches and others who can provide information that will help you decide.

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- Plan to present final credentials such as the following:
  - ☐ Musical compositions.
  - ☐ Portfolios.
  - ☐ Evidence of recent achievements.
- If necessary, speak to the director of financial aid. Ask about merit- or talent-based scholarships.
- Recheck questions written prior to the visit; make sure they are all answered.
- Be sure to double-check college policy on the use of test scores such as AP exams and SAT-II: Subject Tests.

The campus visit will:

- Provide firsthand information on colleges and what is expected of students enrolled at each college or university.
- Allow you to absorb something of the academic, social, and cultural atmosphere of the college.
- Provide information about where college students eat, sleep, study, worship, attend classes, and relax.
- Permit you to talk with college students, observe their life-styles, see how they dress, and observe how they treat each other.
- Provide firsthand information about the community in which a college is located.

Additional Reading

Ripple, G. G., (1993). *Campus pursuit*. Alexandria, VA: Octameron Associates.

Schneider, S. D. (1987). *Campus visits and college interviews*. New York: College Board Publications.

Information on the campus visit is supported by workshops presented to the Fairfax County Association for the Gifted, a parent advocacy group, by Dr. G. Gary Ripple, Dean of Admissions, College of William and Mary.

Questions to Ask During a Campus Visit

The following list of suggested questions includes criteria you will find in any good college-planning book (Boyer, 1987; Feingold & Levin, 1983; Hayden, 1986; Ripple, 1993a, 1993b; Schneider, 1987). It also includes the general and specific questions gifted students should ask when investigating and analyzing colleges. Gifted students who are planning campus visits may wish to use the list to check off categories of personal importance. For example, a student who is primarily interested in the quality of the faculty at the colleges he or she applies to may use the list of questions in that category. Some students may find the list useful when they attempt to dispel myths that accompany college-planning decisions. Questions about terms such as *intimate school size, rural pristine setting*, or *selective* may have some surprise answers.

It is important to understand that there are no perfect questions and no right or wrong answers. It is your responsibility to learn everything you can about a school you may attend for 4 or more years. Some of the questions are highly abstract, while others are highly specific. No one would expect you to ask every one of the questions that follow, or to use their exact words. The questions are merely meant to guide your thinking as you read the college guides or use college-selection software programs; visit campuses; and talk to college students, alumni, faculty, administrators, and others. Pick out what is important about college to you and your parents and concentrate your questions in those areas.

Questions About the Goals of a College

- What are the implicit and explicit missions and goals of the college or university? Does the school accommodate students who prefer to develop their intellectual abilities and judgment as well as those who want to train for a specific profession? Does the college provide a climate that encourages students to think clearly and independently, to integrate the disciplines, and to become lifelong learners on behalf of the common good?
- To what degree does the college or university make students aware that they are connected to a united intellectual and social community? How does the school encourage altruism?
- To what degree does the college or university celebrate human diversity and allow for individual differences? What resources exist for gifted

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students who have disabilities, those from ethnic and multicultural groups, and other historically bypassed groups?

Questions About How a College Does Business

- How does the college or university ease the student's transition from secondary school to higher education to career paths?
- How are students recruited? How does the college expect promotional materials and recruitment strategies to shape student expectations? How do college representatives answer sharply focused questions about admission procedures (e.g., the use of standardized test scores and other student information)?
- How does the college or university show commitment to its enrolled students? Are students involved in governing the school? What resources does the school provide for academic advising, personal counseling, and career counseling? Does the school exhibit the same level of commitment toward preparing enrolled students for a personally satisfying life as it does for recruiting new students and ensuring continued alumni financial support?

Questions About a College's Image or Reputation

- If the college or university is a prestigious school such as Harvard, Princeton, or Yale, how is prestige maintained and why do *you* want to attend? Is the college best known for academics? Specific academic areas? Athletics? Does the school have a reputation for producing scholars and statesmen?
- If the school is a relatively small school known for its personal attention to students, is it financially sound? Do alumni provide strong financial support for academic programs? Does the size of the student body indicate stability?
- Is the curriculum stable, or has it varied widely from year to year?

Questions About Demographics and Campus Geography

Location

- Is the school setting urban, rural, or suburban? What do these descriptions mean?
  - ☐ What are the specific advantages and disadvantages of each setting? Does *urban* mean that you can find a particular kind of food you like, but you will have to learn ways to protect yourself when you walk home from the library at night?
  - ☐ Does *rural* mean that when you leave campus, everything that moves has four legs? That the local town consists of a food store and a gas station? If you like to order pizza, does the local emporium deliver?
- What methods of transportation exist if you want to go home weekends or during brief school breaks? If you want to visit friends at another college?
- What kind of community resources exist near the school? Are there any museums nearby? Any specialty libraries?
- What is the *psychological* distance from home?
  - ☐ How long will it take for a package to reach you?
  - ☐ If you have been a part of the same group for a long time, do you need to go to school relatively far from home in order to try new activities and ideas?

Size

- Is the school small? Medium? Large? Huge? Gigantic? What is the real meaning of each of those terms?
- How is the campus designed? Is it compact? Spread out?
  - ☐ Where are the dormitories in relation to classrooms?
  - ☐ How long does it take to get to and from the library? Dining halls? Gymnasium?

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- What is the ratio of males to females?
- What is the percentage of culturally diverse students? What ethnic groups are represented?
- What is the percentage of undergraduates?
- What percentage of undergraduates commute?
- How large are classes in each academic area? How does class size affect the quality and quantity of student participation? For example,
  - ☐ Are large lectures accompanied by study groups or some other means of reducing class size so that students can discuss class topics?
  - ☐ Does the school offer student seminars or other ways for students to work and learn together? Are the seminars led by faculty members?
- To what degree does campus size affect the facilities provided for student use? If a school boasts of superior technology and research facilities, who has access to them? Graduate students? Upperclassmen? Everyone who has ability, skill, and interest?

Costs

- What is the real meaning of *private*? *State-supported*? *Heavily endowed*?
- How are fees constructed? What are the added costs: student activity fees, life-style expenses, and books?
- Are loans, scholarships, and student aid programs available? To whom? What are the requirements and limitations?
- Does the school offer a work-study program?
  - ☐ If so, who is eligible to participate?
  - ☐ Does the school provide work choices, or do the students have to find the jobs?

Questions About Academic Life

Admission Procedures (Selectivity)

- How many students apply to the school? How many are accepted? How many enroll?
- How are student folders read and evaluated?
- What relative weight is assigned to objective and subjective information? Numerical factors, such as GPA, class rank, and standardized tests? Subjective information, such as interviews, essays, presentation of special talents, and extracurricular activities?
- Are there quotas for in-state and out-of-state students? For specific geographic areas? For religious, economic, or ethnic groups? For legacies and contributors?
- How are AP and SAT-II: Subject Test scores used? For credit? For exemption? For placement?

Course Offerings

- What major fields of study are offered?
- How is each academic department ranked?
- To what degree are academic disciplines integrated within a coherent curriculum?
- What are the number and variety of distribution requirements?
  - ☐ What is the school's goal in requiring specific courses or areas of study?
  - ☐ If a core curriculum is required, do courses integrate academic disciplines?
- What is the relative level of difficulty in specific academic departments?
- How and when do students select an academic major?
  - ☐ Does each academic major broaden rather than restrict the student?
  - ☐ How are students advised within each academic major?
  - ☐ Can students select an academic major and retain flexibility to pursue career goals as well as explore other areas of knowledge?
  - ☐ How difficult is it to change majors?
  - ☐ To what degree does each academic department prepare students for economic, social, and technological change?
- What are the maximum and minimum number of courses students may take each semester?

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- Does the school provide opportunities for students to enroll in courses offered by other colleges and universities?
  - ☐ Is the school part of a consortium?
  - ☐ How do students take advantage of classes offered elsewhere?
- Does the school offer a foreign study program? What are its requirements and/or limitations?
- Are undergraduate students encouraged to do independent research and self-directed study under the guidance of faculty mentors?
- Are students required to complete a thesis or senior seminar prior to graduation? If so, does the school state the purpose of the thesis or seminar? Is the purpose consistent with the school's stated mission and goals?
- Does the school provide opportunities for students to apply what they learn either in or out of the classroom?
- Does the school have a comprehensive, coherent plan for its computer system? How does the school decide on hardware and software? Is the system linked to an outside network? Who can use the school's computer system? Graduate students only? Underclassmen? Any student with ability, skill, and interest?
  - ☐ Are students required to own personal computers?
  - ☐ If not, is the number of terminals sufficient to accommodate students during peak periods?
  - ☐ Where are the computer terminals located in relation to other campus facilities?
  - ☐ What time does the computer laboratory open and close?
- What percentage of funds does the school allocate to its library collection? To the library building?
  - ☐ How do students use library resources?
  - ☐ Is there a sufficient number of copies of required readings and library seats during peak periods?
- Is sufficient laboratory space available to accommodate the students enrolled in laboratory courses?

Academic Atmosphere

- What is the level of competition at the school? Laid back? Cutthroat? What do enrolled students say about competition in classes? If the curriculum is highly rigorous, are you well prepared?
- Does the school have a coherent honors program?
- Does the school have an honors system? If so, how do students feel about it? Are standards enforced consistently? How?
- How does the school encourage creativity?

Faculty

- Who teaches undergraduates? Professors? Graduate assistants? Who teaches freshmen?
- What does the school expect of faculty? How does the school encourage and reward faculty?
  - ☐ What is the primary emphasis of the school? Scholarship? Research? Publications? How is good teaching encouraged? By student evaluations?
  - ☐ How does the school encourage professional growth?
  - ☐ What do students and faculty members say about the promotion and tenure system?
- What percentage of the faculty is part time?
- When are most faculty members available for student conferences and discussions? Only during office hours? At home? By telephone? Are teachers visible in dining halls and student centers?
- What is the relationship between faculty and students?
  - ☐ Is the faculty warm and friendly? Is it aloof?
  - ☐ What opportunities exist for contact with faculty in your desired academic department?

Grading Policies

- What grading system does the school use? A-F only? Pass/fail? Can the students go ungraded? Are there written evaluations?

Note. From *College Planning for Gifted Students* (2nd ed.) by Sandra L. Berger, 1994, Reston, VA: The Council for Exceptional Children. Reprinted by permission.

Time Structure (particularly important for students who prefer depth to scope of learning)

- Does the school operate on the semester system? Quarter system? Trimester system? What is the meaning of each of those terms?
- Does the school offer a minisemester, such as an intense 1-month term in January or May?
- How many classroom hours are required each semester to graduate in 4 years?

Questions About Student Life

Orientation Procedures

- How does the school acquaint freshmen with campus life, rules, and resources?
- Does the school hold a freshman convocation or have any procedure for celebrating the entrance of each new class?
- How do freshmen register for classes?
  - Do they meet with an advisor prior to registration?
  - How much assistance can they reasonably expect during the first year? If a student experiences severe academic difficulty, will an advisor call to offer assistance?

Social Structure

- To what degree does the school encourage students to share their talents with others? Are faculty and students encouraged to volunteer for community service projects both within and outside the school?
- To what degree do students participate in campus matters, particularly academic affairs?
  - Does the school provide a climate in which all individuals are encouraged to work toward shared objectives?
  - What provisions are made to ensure cooperation among students, faculty, and administrators?
- How does the school convey the prevailing rules system to students? Are the rules rigid? Loose?
  - Are the rules enforced consistently, and if so, how?
  - To what degree does the college tolerate student activism?
  - What is the policy on alcohol and substance use and abuse?
- What living arrangements does the college offer?
  - Are coed and single-sex dormitories available to all?
  - What is the policy regarding privacy versus open visitation?
  - What percentage of the students commute, and where do they live?
- Are dormitories used only for housing and socializing, or are they also used for educational purposes such as seminars and workshops?
- What are the explicit and implicit purposes of Greek life (sororities and fraternities)? How important are they to campus life?
- To what degree does the economic status of the student body influence campus life and/or activities?
  - Does everyone seem to look alike and act alike?
  - Do all students feel comfortable, regardless of life-style preference?

Campus Life-Style

- How is the food on campus?
  - Is there a variety of student dining halls?
  - Does the food taste good?
  - Is the food good for you?
- To what degree does the school encourage nonacademic campus-wide activities that promote a sense of community?
  - What is the school's level of commitment to extracurricular activities?
  - What extracurricular activities exist? Literary? Athletic? Academic competitions such as College Bowl? Concerts and colloquia?
  - What organizations, clubs, and honor societies are available? For socializing? For career planning? For religious practice? For physical health?

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- ☐ Do faculty members attend these organizations on a regular basis?
- ☐ Does the school offer planned events on most weekends? If so, what kind of events? Would you attend?
- ☐ What provisions exist for student entertainment? On the campus? Off the campus? Is the school a party school?
- ☐ How do the students spend their leisure time?

- Campus Security
  - ☐ Are personal belongings safe if left unattended in dormitory rooms and classrooms?
  - ☐ What provisions are made to ensure student safety?
  - ☐ Is it safe and acceptable to walk from the library to the dormitory alone? If not, what provisions are offered to protect personal safety?

- Health
  - ☐ What provisions does the school offer to assist students with physical and mental health?
  - ☐ How is the student health center staffed? With nurses only? Is a physician on duty at all times?
  - ☐ How far is the nearest well-equipped hospital?
  - ☐ Does the student health service provide a comprehensive health education program and preventive medical advice? Does it provide help with stress? Assistance with personal health questions? Is personal counseling available? If so, what services are provided and what are the qualifications of the staff?

- Study skills
  - ☐ What facilities are available to students who want to improve their study skills?
  - ☐ Does the school offer instruction in different study skills in each academic area?

- Career Guidance
  - ☐ How does the school assist students in choosing a career? In getting a job? In selecting a graduate or professional school?
  - ☐ What are the school's most recent experiences in placing alumni in graduate schools, professional schools, or jobs?
  - ☐ Are internships and cooperative programs available in specific curricular areas?

Questions for Gifted Students with Disabilities

- How does the school encourage special groups to enroll?
- What specific provisions exist for meeting the special academic, physical, and social needs of these students?
- What is the school's retention rate for students with disabilities?

HOW COLLEGES EVALUATE APPLICANTS

To choose a list of five or six colleges that will meet your needs, you should know how colleges evaluate applicants. The following is an overview; for detailed information, consult your guidance counselor or the college of your choice.

Academic Performance

Every college looks first at a student's academic performance: the courses you took and the grades you earned in those courses. Many advanced courses are offered in sequence and require prerequisites. If your winter schedule is already demanding, think about taking some interesting courses during the summer. If you take out-of-school credit courses, it is *your* responsibility to make sure that transcripts are placed in your high school file or sent to the colleges to which you apply. If you take ungraded courses (for example, an adult education computer science or typing course), make sure the course is listed in your file.

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Standardized Test Scores

Standardized tests (PSATs, SATs, ACTs, and SAT-II: Subject Tests) are the only objective way a college can compare you to a student in some other part of the country. Some colleges do not request these test scores, because they believe that the tests have no predictive value; that is, their evidence suggests that your SAT or ACT score does not predict your future success at that college. However, some large universities screen a vast number of applicants by combining each student's SAT or ACT score with GPA and class rank. They may accept or eliminate applicants strictly on the basis of these numerical scores. If you are not a good test taker, make sure that your scores are not so low that you can be eliminated from consideration. Some students overemphasize SAT and ACT test scores. Avoid this mistake by keeping in mind the way the scores are used by the colleges to which you intend to apply.

Selective schools may emphasize SAT-II: Subject Test scores. You may take three tests each testing session. If you are taking a course in which you are doing quite well, consider taking a Subject Test if one is offered. *Do not wait until senior year*: You may forget what you have learned. In addition, you may want to take more than three Subject Tests, and, if you wait until senior year, this will be impossible.

Extracurricular Activities

After reviewing your academic performance and scores, admissions officers next look at your extracurricular activities: the way you spend your time when you are not in school. Colleges look for depth, commitment, initiative, and leadership, not for an exhaustive list. This means that you do not have to hold an office in every club or be captain of every team. Admissions officers want to see whether or not you can pursue an activity and acquire expertise in it. They also look for evidence that you have shared your talents and expertise with others. Some students pursue solitary interests; they might be computer hackers, basement scientists, or midnight poets. Your particular interest will be easier to discuss if it is documented in some way. You can avoid a last-minute flurry of activity by keeping a journal of your progress, keeping a notebook of your poems, entering a contest, or finding some method to convey to colleges that your interest in an activity did not begin and end when you realized you needed to list activities on your application. If you decide to document your interests by entering a contest, consult the list of competitions in this book.

Supporting Material

When highly selective colleges decide between two students who are on a par academically, the creative presentation of extracurricular activities, the quality of recommendations, the essay or personal statement, the interview, and other written material make a difference. If you want to write an effective essay, learn how to write openly and honestly about yourself.

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ORGANIZING INFORMATION

If you have taken PSATs, SATs, ACTs, or any other standardized test, you may receive information from colleges sometime in the near future. The variety of information you receive can be confusing if you do not organize it in some way. In general, things are easier if you figure out a system. Any method will do, even if it seems haphazard. Your particular method is not important, as long as you are organized, your system is consistent, and you understand what you are doing. For example, you can construct a chart, set up a color-coded file, develop a computer database, or use any other system that will work for you.

The following rank-ordered list summarizes what most colleges look at when they evaluate applicants and choose the freshman class:

1. Objective information:
   - Academic performance.
   - Standardized test scores.
2. Subjective information:
   - Extracurricular activities.
   - Presentation of credentials.
   - Supporting material such as recommendations, an essay or personal statement, and a personal interview.

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HOW TO CHOOSE A COLLEGE

1. **Good decisions require good decision-making skills and good information. Two categories of good information are required:**
   - Information about yourself.
   - Information about the world of choices.
2. **Information about yourself should include:**
   - Academic experiences and interests. (Note: The stronger your academic preparation, the broader will be your range of options.)
   - Extracurricular experiences and interests.
   - Personal values, attitudes, aptitudes, interests, goals, and finances.
3. **Information about yourself will permit you to list the characteristics you want in a college.**

   These should include the college's location, type, type by sex, size, social life, academic environment, campus environment, religious affiliation, student activities, programs offered, special programs, caliber of students, cost, athletics, financial aid, housing, calendar, and others factors.
4. **Information about the world of choices comes from several sources:**
   - Start with your guidance office.
   - Become familiar with college guides, multimedia resources, and videotapes.
   - Collect literature from college fairs.
   - Obtain literature from your top 15 to 20 choices.
   - Narrow your options to 5 to 10 colleges.
   - Visit campuses and meet with admission personnel, faculty, students, and others. Ask tough analytical questions.
   - Narrow your choices again if you desire. These are the schools to which you should apply.

Note. Contributed by Keith F. McLoughland, Dean of Admissions, Christopher Newport College, Newport News, Virginia.

Figure 5-3 lists some common traps that students should avoid in their thinking about college choices.

FIGURE 5-3

Traps for Students to Avoid

"I'm applying to college X because all my friends are/are not going there."

"There's only one college that's right for me."

"All colleges are the same, so why bother with all this work?"

"I'm going to college X because my father/mother/sister/brother went there (or wants me to go there)."

"College X is too expensive for me."

"I'm not applying there because I'll be rejected."

"If the one college I want doesn't want me, I'll be unhappy for the next 4 years."

Note. Contributed by Keith F. McLoughland, Dean of Admissions, Christopher Newport College, Newport News, Virginia.

ELECTRONIC RESOURCES

Electronic resources have come of age. The Internet provides opportunities that have never before been available, and its presence has significantly increased both our vocabulary and approaches to gathering information for the college-planning process. The terms *web site* and *http* have become a familiar part of our lexicon. One can hardly turn on the television or read a newspaper or magazine without coming across the term *home page*. Throughout the United States, schools and public libraries are getting connected.

With a computer, a modem, and Internet access, counselors, education professionals, parents, and students now have access to a wide variety of electronic college-planning resources. The rapid growth of the Internet has brought with it the capability to take a practice SAT online, search for financial aid, and "see" a college without ever leaving home. Most colleges have home pages. Like viewbooks, however, these home page views can be misleading. The information has been carefully developed to display the image that a school wants people to see and portray the school in the best possible light. Students and adults must become critical consumers.

The Internet has also increased our capability to find other types of college-planning resources. Appendix 4, Table A-2 provides a list of college-planning resources that are relatively easy to use and offer several advantages.

ADVANTAGES OF INTERNET USE

- Find a variety of ways to begin the college-planning process.
- Select a group of colleges that match your criteria.
- Get college admission office addresses and telephone numbers instantly.
- Get comprehensive information about the colleges you select.
- Send an online application.
- Search for financial aid availability.
- Access college major and career-planning information.
- Chat with other prospective applicants or alumni.

Note. Students should avoid using the Internet for sending last-minute electronic applications because of the risks. For example, a university's server might not be working, or heavy "traffic" might interfere with electronic transmission or even disable a university's server computer.

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6. The Application Process: What Have I Got That They Want?

Chapter 4 discussed ways that students can learn about themselves. Chapter 5 discussed how students can learn about colleges. Chapter 6 completes the college-matching process by moving to the final step: the application process. The application process is discussed from two points of view: that of the multipotential gifted student, who may be able to make rational choices but whose options are infinite; and that of the admissions officer, who may have to select the freshman class from a wide range of highly qualified applicants. We begin with a look at the application and the process by which candidates are evaluated. But first, some cautionary notes may be useful.

Some gifted students are drawn to the most selective colleges and universities. Any student planning to apply to a highly selective school must understand two things: there is no such thing as *the perfect school*, and the way the student addresses the application process may be the critical factor determining acceptance or rejection. If a student chooses to apply to a highly selective college, the earlier information about this process is available, the better the student and his or her family and guidance counselor can plan an application strategy. (This does not, of course, mean that gifted students should plan high school courses and extracurricular activities just to conform with college admissions policies.)

Some gifted students may suddenly decide to accelerate and apply to college prior to senior year. When a student makes this decision, guidance counselors, teachers, and parents should assess the student's ability to live away from the family, establish social relationships in college, and set long-term goals. This assessment will determine whether or not the student is emotionally as well as intellectually ready for college. Some students need to be strongly encouraged to remain in high school through the senior year.

When gifted students decide to apply to highly selective or selective colleges, they may have to be led through the application process. They may not understand the importance of documenting activities. *Do not assume that because a student is gifted, the student will understand the college application process.*

Counselors and parents who are willing to act as student advocates may find that some gifted students need additional support during college. The transition from high school to college to career may be difficult.

A LOOK AT THE APPLICATION

Two kinds of information are required on the typical college application form:

1. Objective information including biographical data, information on academic performance, standardized test scores such as SATs or ACTs, AP exam grades, and additional numerical information.
2. Subjective information including extracurricular activities, recommendations, essay and/or personal statement, and a personal interview.

One of the first things a student needs to know is that when the academic credentials of two applicants are roughly equal, subjective information and the student's method of presentation become deciding factors.

(Sometimes a student's geographic location or ethnic origin can tip the balance in favor of or against acceptance.)

Students should also understand the following:

- Recommendations from adult leaders of special programs in which they participated during 9th, 10th, and 11th grades should be obtained upon completion of the activity and placed in the student's file for possible use at a later time.
- Transcripts from out-of-school courses should be obtained upon completion of the courses and placed in the student's file; course descriptions should be included also.
- Colleges look favorably upon transcripts showing increasing academic rigor during 4 years of high school. A quirk in the transcript (for example, an atypical course or low grade in an academic course) should be accompanied by an explanation, particularly if the event occurs during 11th or 12th grade. An example of a situation requiring explanation is a period of illness during which a student falls far behind in his or her work and receives a poor or failing grade. Explanations are also useful if a student experiences family problems, overcomes difficulties, or maintains grades in spite of difficulties. The student should address these situations in an essay or personal statement.
- Depth and scope of extracurricular activity are preferred to a "laundry list" of activities. Colleges are particularly interested in a student's initiative, leadership ability, and indication of community service.
- The parts of the application should fit together to provide a common theme. Recommendations should support and be consistent with both the academic record and what the student says about himself or herself. Again, any quirk should be explained. For example, high SAT scores combined with a relatively low GPA provide an inconsistent picture of an applicant; they may suggest a problem (e.g., high ability but low motivation) to an admissions officer.
- Documentation of activities may be critical. To document activities, students may, for example, enter a contest, submit work for publication, keep a scientific journal, or keep a notebook of artistic works. National contests are listed in Appendix 3.

The following examples illustrate ways of documenting interests and proficiency.

Joan. Joan was a capable, academically successful student who aspired to a highly competitive college. At an early age she became interested in race walking. She spent her leisure time perfecting this skill, but it never occurred to her to document her interest. Her counselor discovered Joan's interest and suggested that she enter a race-walking competition. Much to Joan's surprise, she placed 25th in a regional competition. The contest added another dimension to her leisure interest and gave her an edge in the college application process.

John. John was a mathematically gifted student, but his grades were average because he spent most of his time creating and constructing puzzles of every variety imaginable. John explained his interest in a personal statement attached to his application and submitted a puzzle with the application. His puzzle consisted of some wood strips and a question. He asked whether or not anyone could construct a kinetic geometric model showing the "interpenetration and duality of the cube and the octahedron." He did not include the solution. The admissions officer contacted John to ask him how to solve the puzzle.

Counselors and parents may find that gifted students suddenly decide to apply to a particular college and have not sent for the application. In such a case, the Common Application shown in Appendix 5 may meet the needs of the student. Students who might have difficulty completing a written or typed college application should investigate *MacApply, College Link,* or other computerized methods of completing a college application.

HOW CANDIDATES ARE EVALUATED: A GUIDANCE WORKSHOP MODEL

The following scene typifies an admissions office at a highly selective college or university.

The admissions counselor is sitting at his desk, which is piled high with application folders. He has read 40 applications today. It is now 10:00 p.m., and he would like to go home. Instead, he takes the next folder off the pile and reviews it as always, with no knowledge of the student—what the student is like, what the student has accomplished, what the student hopes to achieve, and what the student can contribute to the university or college. The admissions officer may spend

no more than 5 or 10 minutes looking at the application during this first reading. (*Caution*: In some instances, initial reviews are performed by computers that are programmed to eliminate students who do not meet specific numerical criteria. This process is a distinct disadvantage to a gifted student whose academic credentials—GPA, class rank, or standardized test scores—are not reflective of the student's ability and potential.)

The admissions officer will first look at the name of the student's school district to see whether he is familiar with the quality of the education provided there. He will then look at the secondary or high school profile and finally will check the student's academic performance. He follows this pattern because when a college accepts a student it gambles on the student's chances of succeeding at the school. A student who performs consistently well all through high school is a much lower risk than one whose performance has been erratic. Even though a student's record may identify him or her as gifted (or enrolled in a special program), colleges will evaluate the student's credentials in the same manner as those of all other students.

What Do Admissions Officers Look For?

Academic Performance

1. *Grade point average and class rank.* How good are the student's grades, and where does the student stand compared to his or her classmates?
2. *Academic rigor.* Is there evidence of superior ability in the form of honors, GT, or Advanced Placement (AP) courses? (Some colleges ignore honors or GT classes because they are of unknown quality.) Students should be alert to the difference between state academic requirements for high school graduation and requirements for admission to a selective college. The most selective colleges are interested in evidence of high motivation and achievement—that is, high grades in very demanding courses. Taking Advanced Placement (AP) courses, if available in the student's high school, demonstrates that the student is capable of performing at a high level of academic proficiency.

   Academic rigor consists of the following elements:

   - *Depth* in areas such as foreign languages and mathematics. Studying one language for 6 years is better than studying two languages for 3 years.
   - *Quality.* Did the student take four or five major subjects each year (English, mathematics, science, history, language) or a variety of nonacademic or elective courses (e.g., business law, fashion merchandising, gourmet foods, study hall)? Course descriptions should reflect the rigor of each course. If a high school does not include course descriptions with college applications and course titles do not accurately reflect quality, the student or counselor should attach an explanation to the transcript.
   - *Balance.* Did the student take a broad curriculum (mathematics and science, history, and English courses) or concentrate too heavily in one area?
   - *Trends.* Are the student's grades gradually improving or growing weaker each year? Recent performance is the most important indicator of the student's current level of ability and motivation.

One dean of admissions, when asked whether he would prefer to see a C in calculus or an A in a less rigorous course, replied "An A in calculus. If, however, the student takes rigorous courses in other disciplines, a C in calculus is better than a higher grade in a relatively easy mathematics course."

Advanced Placement (AP) Courses or Credit. The Advanced Placement program, sponsored by the College Board, offers students the opportunity to broaden their depth and scope of learning in 15 subjects, pursue college-level studies while still enrolled in secondary school, and thus demonstrate their ability to handle college-level work. Students may elect to take AP examinations, and, depending on results, they may receive advanced placement, credit, or both when they enter college. If a student chooses not to take AP examinations, earning a high grade in an AP course is still considered evidence of superior ability. If a student has taken AP examinations to earn college credit, it is the student's responsibility—not the high school's—to see that the scores and transcripts are sent to colleges.

AP grades of 3, 4, or 5 may be accepted for exemption from required freshman courses and/or granting of college credit. Students should be cautioned to check a school's AP policy. They should *not* just assume that they will receive transcript credit.

Standardized Test Scores. Standardized test scores (PSAT, SAT, ACT, etc.) supplement high school transcripts and permit an admissions officer to compare all

applicants against a similar standard. These tests share a common characteristic: They are timed, primarily multiple-choice tests. In 1994, the PSATs and SATs were revised. More emphasis was placed on critical thinking skills in both the verbal and mathematical sections. As of March 1994, the use of calculators was allowed. The changes in the SAT-I will hopefully benefit students who are gifted.

The College Board offers an optional Question-and-Answer Service that provides students with a copy of the tests taken, a record of answers, the correct answers, and information about the types of questions and difficulty of each question. Students must take the test on designated dates, register for the service, and pay a fee, but the service can be useful for students who want to analyze their scores. ACT offers a similar but less comprehensive option.

Colleges vary in their use of standardized test scores. Some schools, believing that SAT/ACT scores predict college grades, use scores as one criterion for admission decisions. Other schools place primary emphasis on high school academic achievement and AP and Subject Test scores and then look at subjective information such as the essay. Students should ask college representatives how scores are used. (See the Glossary for more information on SATs.)

SAT-II: Subject Tests (formerly Achievement Tests). Subject Tests, designed to measure the extent and depth of a student's knowledge in a particular subject, are required by many colleges. Some colleges believe that Subject Test scores are a better indicator of a student's knowledge than other standardized test scores.

In 1994, the College Board added several new services. First, students may specify the number of Subject Tests they wish to take on a given test date; the testing fee will vary accordingly. Second, the Score Choice option allows students to review their Subject Test scores before releasing them to colleges or scholarship programs. (Before choosing this option, students should fully understand the instructions.) Third, students who take the SAT-II: Writing test may order three copies of their timed essay, which they can send to colleges.

SAT-II: Subject Test scores may be used for student placement, but because the tests changed in 1994, students should ask college representatives how scores are used.

Extracurricular Activities. The admissions officer might place some student applications in a rejection file because the students' academic credentials do not indicate future success at the school in question. But then, faced with a pile of acceptable applicants, the admissions officer picks a folder and says, "What makes you so special? Why should I accept you?" He is going to try to determine how the applicant spends his or her time outside the classroom and what these activities say about the applicant.

Most selective colleges ask students to list, describe, and sometimes comment on the significance of their extracurricular activities. They are interested in depth of commitment, personal initiative, originality, leadership ability, and evidence of a social conscience. An applicant does not need an exhaustive list to have an impact. In fact, membership in several student organizations is less impressive than a major contribution to one organization or activity. Well-rounded activities indicate a student's interest in a variety of endeavors, but intense concentration in one area, if properly documented, or participation in an athletic endeavor accompanied by a statement regarding its significance is just as impressive.

For example, a student admitted to a highly selective college, when asked on the college application to "describe the importance of a sport or sports to you and discuss what you feel you've gained from participation in sports," replied, in part, with the following statement:

> It was very important for me to get involved in sports when I started high school. I was short for my age and somewhat shy. To be part of a team and to get to know and trust your teammates at a time when you need all the friends you can get was invaluable. As a freshman, making the freshman basketball team really helped me fit in and feel comfortable in high school. I discovered you don't have to be the team superstar to make being there worthwhile. At fourteen, I was only 5'2" and saw very little court time, but it was probably more rewarding for me to be there than my taller teammates and to have accomplished my pre-season goal of making the team. I was certainly the shortest one trying out for the team that year, and I was very nervous, yet I never gave up and I never stopped hustling. Making the team that year gave me the confidence to do other things that made me nervous.

The rest of the student's statement briefly described the frustrations, trials, and tribulations encountered through 4 years of high school athletics and clearly indicated what he learned from his years of participation in different sports. Additional personal statements

in his application indicated that the student was a successful problem solver.

Technology has introduced a new dimension to documenting extracurricular activities. Applicants can produce autobiographical videotapes illustrating their skills and abilities. However, a videotape is effective only if it demonstrates an aspect of the student's ability that cannot be demonstrated in any other way and relates to the student's ability to perform in college. A videotape does not necessarily demonstrate the capacity to be original and creative; it is a means to an end rather than an end in itself. A couple of examples illustrate the point.

Gregg. Gregg is an expert windsurfer. The admissions office receives a professional-quality videotape showing Gregg successfully navigating his way through relatively difficult surf. Although interesting, the videotape will probably have little impact on the deliberations of the admissions committee. If, however, Gregg adds a narrative describing the way windsurfing relates to his interest in physics, he will provide necessary meaning to his interest and credentials.

Jill. Jill's primary strength is her sense of humor and natural artistic ability. She is often bored in class and draws satirical cartoons while teachers lecture. When Jill applies to selective colleges, she capitalizes on her abilities by producing an animated cartoon videotape. Her theme, school politics, casts some of her teachers in a rather poor light, but it reflects her ability to use technology effectively and her ability to cope with some negative educational experiences through her sense of humor. Counselor recommendations provide consistency by discussing Jill's sense of humor and ability to deal with diverse situations.

Because Jill has chosen an appropriate college, the admissions officer is able to understand her experiences and her sense of humor as portrayed on the videotape. He predicts that she will blossom in his university environment. The admissions committee is impressed with Jill's honesty and creativity. The submission of the videotape, then, makes a difference.

Submitting material that provides evidence of talent can be tricky. Admissions officers are flooded with tapes, portfolios, and home-baked bread. During a personal interview, students should ask whether or not the college will accept supplementary material and how they can best present extracurricular activities and special talents. Any method that demonstrates the student's ability to perform in college and adds substance and consistency to the application is desirable.

When the student, guidance counselor, and parents agree to send supporting material, care must be taken in the presentation of that material, namely,

- Send evidence, not testimony.
- Submit the best work in a concise form. Keep it short and to the point.
- Be sure that the supplementary material adds something to the application that cannot be illustrated in any other way, and that it demonstrates, in some way, the student's ability to succeed at the school. This does not mean that a student should submit a Spartan application; it simply means that evaluation and informed judgment should guide the presentation of material.

Community Service. Admissions officers know that an altruistic student, one who has contributed to community life without regard for compensation, is more likely to contribute to campus life, be academically successful, and form a long-term attachment to the college or university. Therefore, volunteer activities should be documented in the application. One example is a talent in a particular sport in which the student participates competitively and coaches young children after school. In such a case, a letter of recommendation from the person who supervised the student's coaching should be in the applicant's folder. Another example might be contributing expertise in developing computer programs; the student may have shared this talent by writing programs that helped a social agency save some money. In this case, a letter of recommendation from the agency director or treasurer should be in the file.

Note. Information on the college application was provided by Shirley Levin, College Bound, Inc., Rockville, Maryland.

Additional Reading

Ripple, G. G. (1993). *Do it write: How to prepare a great college application.* Tips from the Dean of Admissions, College of William and Mary, on writing an essay that will stand out, and help in preparing an application that will present the student as a qualified applicant. Published by Octameron Associates, P.O. Box 2748, Alexandria, VA 22301.

SATs: HINTS, TIPS, AND RESOURCES

What do SAT preparatory courses have to do with gifted students? The College Board says, "The SAT measures *developed* verbal and mathematical reasoning abilities . . . . Short-term drills and cramming are likely to have little effect. . . . Your abilities are related to the time and effort spent" (*Taking the SAT*, 1993, p. 4). On that basis, many gifted students are already well prepared for their SATs. They take challenging courses and generally do extensive outside reading, the best preparation possible for the exam.

Despite claims to the contrary, however, evidence gathered over the past 10 years suggests that SAT scores can be raised significantly through careful preparation. As educators have become more knowledgeable about the SAT and copies of the tests have become readily available, sophisticated preparatory programs have appeared.

To Prep or Not to Prep?

Some gifted students have very strong mathematical talents and weaker verbal skills, while others have just the reverse. Both of these types of students may score well on one side of the test but do poorly on the other. Thus, they may need help to raise their scores in the weaker area.

Many gifted students are highly competitive and hate to leave an answer blank on a test. But there is a 1/4 or 1/3 point penalty for most incorrect answers on the SAT, so in some cases it is better to leave a blank. (An exception occurs in the 10 gridded mathematical problems. There is no penalty for incorrect answers to these problems.) One technique for improving SAT-I scores is to learn when to stop answering. ACT test scores are based on the number of questions answered correctly; there is no penalty for guessing.

Some gifted students are highly creative. However, the same characteristic that makes gifted students creative problem solvers may cause difficulty when the student has to choose exactly one correct answer. Gifted students often find reasons why more than one answer could be correct. For example, in a well-publicized case, a student solved a mathematical problem by (mentally) putting one figure inside the other, instead of abutting two sides. Since the figures were pyramids, his answer made better sense than the one prescribed.

Many small to medium sized private colleges offer scholarships on the basis of SAT scores. These colleges are listed in *The A's and B's: Your Guide to Academic Scholarships* (Philos, 1993). In addition, some colleges offer students the option to skip first-level English courses in composition based on their SAT scores.

Some students prepare for the SAT to overcome test anxiety. Practice can help, because pages of the test will then look familiar and the student will not have to read every word of the instructions. If the student takes supervised practice tests and sees his or her scores rise over a period of time, a positive attitude will develop.

Should gifted students prepare for the PSAT? Students are generally advised to take the PSAT without advance preparation. Their scores will help them decide whether or not they should prepare for the SAT. However, there are two instances when preparing for the PSAT could be beneficial. If a student is an anxious test taker, poor performance on the PSAT could increase that anxiety when the time comes to take the SAT. Also, if a student is strong in mathematics and weak in verbal skills, then, since the selectivity index for National Merit Scholars is found by doubling the verbal score and adding the mathematics score, advance preparation may be beneficial. In a state where the cutoff point for Merit Scholars is around 199, a student scoring 75 on the verbal section and 50 on the mathematics section may be eligible, while a student scoring 50 on verbal and 75 on mathematical may not be eligible. Most high schools will allow 10th-grade students to take to take the PSAT for practice. The scores then would help the student decide whether or not to prepare for the 11th-grade administration of the test.

Recommended Resources

When looking for books and other material on SATs and ACTs, be very careful to check publication dates to be sure that the material covers the 1994 changes in the SAT. If you cannot find editions that reflect 1994 changes, write to the College Board or Peterson's.

Taking the SAT, a free booklet that is available at career centers or guidance offices, contains a full test as well as information about each type of question. It also includes an answer sheet, correct answers, a score sheet, and instructions for converting raw scores to scale scores. The test may reflect the content of the SAT through January 1994; be sure to look for dates. Check the back cover of this publication for information about other College Board materials on testing.

Introducing the New SAT was designed to help students prepare for the new SAT and PSAT/NMSQT. The book includes information that explains what is different about the new SAT and how scores are figured and used.

10 SATs or *5 SATs*, published by the College Board in the past, are sets of previous tests and should be used

in conjunction with self-help books from other publishers. The tests reflect the content of the SAT through January 1994. The College Board reports that *5 SATs* will not be reissued until fall of 1995. No date is known for a new form of *10 SATs*.

Cracking the New SAT and PSAT, from Princeton Review, is breezy, unconventional, and excellent in technique. Actual SATs should be used to monitor progress.

Peterson's SAT Success, 4th Edition (1994), covers the new test. This has been an excellent guide in the past, with a vocabulary section based on roots and prefixes and a mathematics section that provides a comprehensive review. Explanations are clear and good reinforcement exercises are included in all sections.

Information on computer programs for preparing for the new SAT is not available at this time. However, students who prefer to use a computer should check catalogs published by Peterson's, Barron's and the College Board. Remember to check publication dates.

There are many preparatory courses, ranging in price from under $200 to over $600. To evaluate an SAT prep course, ask the following questions:

- Are actual SATs used in the course?
- Are students held accountable for homework?
- Are content and technique both treated?
- Who teaches the course?

The strength of the teaching staff and the motivation of the student make a huge difference. Teachers need to be a combination of coach and cheerleader as well as being knowledgeable about content and technique. The student needs to know why she or he is there and must be willing to put in the daily time to succeed. Career centers and guidance offices often have lists of prep companies and/or applications and may make recommendations. Talk to students who have taken such courses for firsthand information.

What kind of improvement can you expect? Most program directors will quote averages for their courses. Beware of guarantees. Very low and very high scores on previous tests usually mean the students will not increase as much as those with middling scores. Better scorers tend to make their greatest increases early in a course, since content is not as big a factor for them as technique. Rarely, a "prepped" student will go down. Other students will go up 50 to 100 points with no prepping between tests.

Note. SATs: Hints, Tips, and Resources was contributed by Sandra D. Martin, Career Guidance Resource Specialist, Thomas Jefferson High School for Science and Technology, Fairfax Public Schools, Virginia.

PERSONAL RECOMMENDATIONS

Effective recommendations answer the question, "What can you tell us about this student that will help us make a decision?" Counselors, teachers, and others should provide testimony and evidence that distinguishes a particular student from other equally intelligent and qualified candidates and creates a complete and credible picture of the student in the mind of an admissions officer.

In some cases, a recommendation can be used to explain quirks in the student's transcript. The following example illustrates this point.

> *Lisa.* Lisa was identified as gifted in elementary school. When she entered 9th grade, she was assigned to rigorous courses and earned A's and B's. Her sophomore year yielded the same results. When Lisa reached 11th grade, teacher expectations changed. As a result, Lisa's midsemester grades in two academic courses were C and D. Lisa talked with her parents and decided to confront the problem with private tutoring and extra study. She also dropped out of some extracurricular activities. By the end of 11th grade, she earned B's in both subjects. When Lisa applied to selective colleges, her counselor wrote a recommendation that explained how Lisa overcame her problem. A teacher recommendation presented a picture of a highly gifted student who, when confronted with a problem, faced the situation realistically, set goals, and accomplished her mission.

Counselor Recommendations

The following guidelines may be used by counselors to collect information from students. Students should be instructed to answer only the questions that will assist the counselor in writing a recommendation. Using an adjective that describes the student is an alternative method. For example, if a student has overcome problems and difficulties, you might use "resolute," "invincible," or "undaunted." Table 3-1 can aid in locating ways that a student's characteristics are an asset and/or a liability. Provide anecdotal evidence to illustrate your point.

Most colleges provide standard forms for evaluations. Make sure that your letter of recommendation contains all the information requested.

Guidelines for Writing a Counselor Recommendation. Counselor recommendations are most effective when they are specific and say what the student does that reflects the following:

- Intellectual ability and growth.
- Depth and breadth of extracurricular involvement.
- Personal characteristics such as initiative, creativity, and leadership capacity.
- Generosity of spirit.

The following questions may be useful to collect information from students. Counselors may find that the answer to one or more questions provides raw material for the student's essay.

Intellectual and Academic Development

1. To what extent have you taken advantage of academic choices available to you?
2. What course was the most difficult for you, and why? Why did you take that course?
3. How many nonrequired books do you read in a typical month? Year?
   What type of nonrequired reading do you enjoy, and why?
   Who is your favorite literary character, and why?
4. What else can you think of that has influenced your thinking?
   A particular movie?
   A cultural event?
   An academic competition?
   A particular teacher?
   A particular mentor?
   Travel?
   A summer experience?
5. Have you taken any academic courses that may not be listed on your transcript? When and where?
6. Are you involved in any artistic/creative activity or intellectual pursuit that is not reflected in your folder? For example, are you
   A basement scientist?
   A computer hacker?
   A midnight poet?
   A composer of music or song lyrics?
   A puzzle creator?
   A photographer?
   Do you have samples of your work?

Extracurricular Activities

7. List the extracurricular activities you have been involved in. Describe the length of time, depth, and breadth of your involvement. Can you rank your activities according to importance?
8. Have you received any prizes or honors?
9. What positions of leadership have you held? Can you explain your methods of leadership? How did you get results? Did you command? Cajole? Ask?
10. What have you gained from your extracurricular activity? How has it influenced your life?
11. Have you participated in any volunteer activity where you shared your talents? Where and when?

Personal Information

12. Have you had to overcome any problems, difficulties, or disabilities? If so, how did you overcome the problem and what motivated you?
13. How much free time do you have each day and week, and how do you use free time?
14. How hard have you had to work to achieve your accomplishments?
15. How academically well prepared are you for college? How emotionally well prepared? Do you feel prepared for the independence available on most college campuses?
16. What makes you unique as compared to your friends?
17. What do you see as the major problem in the United States today? In your state? In your high school? Can you make suggestions as to how to solve any of these problems?
18. What do you see yourself doing in 20 years? In 10 years? In 5 years? In 6 months?

Teacher Recommendations

Students should be provided with the following instructions for securing strong recommendations.

- Ask teachers and others well in advance of the deadline, at least 2 or 3 weeks ahead. Inform the person of the deadline.
- Ask teachers and others who know you well. If a person agrees to write a recommendation, make an appointment to explain your college plans.
- Provide teachers and others with stamped, addressed envelopes.
- Be sure to thank the person and keep him or her informed of the colleges' decisions.

Guidelines for Writing a Teacher Recommendation. The following guidelines may be used by teachers when students ask for recommendations.

Most colleges provide standard forms for evaluations. If you decide not to use a form, make sure that your letter of recommendation contains all the information requested. Teacher recommendations are most effective when they say what the student does that reflects the student's intellectual ability and growth, creativity, and generosity of spirit.

1. Be specific. Support each statement with examples, descriptions of projects or presentations, and/or quotations from the student's writing.
2. Use carefully thought-out language, avoiding clichés, stock phrases, overgeneralizations, ambiguities, and exaggerations that may diminish your future credibility.
3. If the student has received an honor or award in your subject area, explain the nature and significance of the award.
4. Keep in mind the student's choice of school and academic program.
5. Some very selective colleges ask you to compare the student you are writing about with other students whom you have recommended in the past. Consider limiting the number of recommendations to such a school to two or three per year. You might suggest to the student that another teacher write the recommendation if yours, under the conditions of comparison, will be less favorable.

Figure 6-1 presents a sample teacher recommendation.

THE COLLEGE INTERVIEW

> Most students waste the interview—they don't prepare. They walk into my office and wait for something to happen. For these students, the interview is not a selection factor.
>
> *Dean of Admissions*
> *College of William and Mary*

Students need to learn how to use the interview. The standard advice offered by well-intentioned people is "Be yourself," but that is much too general for gifted students; they think of too many alternatives. Gifted students may deal with general advice by focusing on one factor, such as how to dress for the interview, and then respond by swinging from one extreme to another. Some students will arrive in a sweatshirt and ragged jeans, others in a brand new suit or dress. In either case, the student may be out of character and feel and look quite uncomfortable.

Prior to an interview, students can review and discuss the list of questions presented in Chapter 5. An interview practice session in which students role-play an admissions officer and an applicant is an ideal way to demonstrate this part of the application process. Students should decide which questions are important; however, they should be made aware that certain types of questions are valued by highly selective colleges. The factors that are important to each student will determine the degree to which the college interview provides information that results in a match. For example, a student may ask, "What are the most recent experiences your college has had in placing graduates in jobs, professional schools, or graduate schools?" If an admissions officer values that type of question and provides an adequate answer (one that goes beyond information provided in the guides), the student will acquire valuable information and the admissions officer will have insight into what this student wants from a college.

Students should check to see whether on-campus interviews are offered. Many colleges now ask local alumni to conduct interviews; students are contacted by the local interviewer after the application is received.

Guidelines for an effective interview are presented shortly, but guidelines and discussion should never program a student to ask specific questions or answer questions in a specific way. Admissions officers recognize and value spontaneity. Consider, for example, the following two actual cases.

Karen. During an interview, Karen noticed that her interviewer had a partially completed crossword puzzle on her desk. Karen mentioned the puzzle, and a conversation about their shared passion for puzzles followed. Karen recommended that the admissions officer subscribe to *Games* magazine. When she returned home, Karen wrote a thank-you note to the admissions officer, asking whether she had sent in a subscription to *Games* magazine.

Sheila. Following an interview during which it snowed heavily, Sheila found that her car was snowed in and immovable. She returned to the admissions office, where she and the admissions officer had a brief, humorous discussion about unexpected snowfalls. Sheila and the admissions officer solved the problem by convincing a campus

FIGURE 6-1

Sample Teacher Recommendation

To Whom it May Concern:

_____ is, without doubt, one of the most brilliant students I have ever had the pleasure of knowing. What is so extraordinary about her career here at _____ High School is not just her distinguished performance, but her mastery of a challenging curriculum 2 years ahead of her classmates. Such precocity is uncommon in the field of English.

In the 2 years that I have taught her, _____ has demonstrated an intellectual maturity belying her age. As an 11th grader, when she was 15 years old, she excelled in my Advanced Placement (12th grade) English class for the gifted and talented. During that year her writing developed swiftly and consistently. Always one to seek the most difficult challenge, _____ wrote critical essays on works by authors such as William Faulkner and Thomas Mann with an understanding and expressiveness that touched the core of her subjects. Like a true writer, she drives herself, revising and polishing, always measuring her own achievement against that of the best writers—professional novelists, critics, and lately, poets. _____ frequently questions her own abilities, but, happily, this questioning leads her to new levels of artistic and intellectual activity. Her internal urge to perfect, her keen sense of form, and her unfailing imagination have enabled her to produce outstanding works in both literary analysis and fiction. _____'s short story, "The Tenth Tape," appeared in last year's literary arts magazine. One of my colleagues, having read the story, found it to be as absorbing as a "real story by an adult." It came as no surprise that _____ received the highest score (5) on the AP English examination.

This year _____ is my student in an independent study course, one which I designed especially for her as a sequel to the AP English course. It is exciting to participate in her continuous growth as an intellect and scholar. Thriving in an environment that allows her to set her own challenges, she pursues ideas with a rigor and scholarship that are enviable. In her most recent essay, on Virginia Woolf's *The Waves*, for example, she has presented a powerfully persuasive argument against critic James Naremore's contention that the work is a failure, stifling in effect and almost drowning the reader in language. _____ develops a countercriticism suggesting that, to the contrary, Woolf's language corresponds organically to the point she is making.

In my creative writing course, which _____ is taking electively, she seems to have discovered "her own voice." Her narratives, in unaffected, rhythmic prose, engage the reader and spark the imagination; her dialogues resonate with the natural sounds of speech. She can be intensely moving without any hint of sentimentality. Her artist's ear for sound and language has led her, perhaps inevitably, to write poetry. _____'s poems are impressive in their originality and craftsmanship. She has excellent control over rhythm and imagery, weaving lines like the following (from the middle of a surrealistic poem still in the draft stage):

> Mr. McGuire smiles at me/I see in his wide wet mouth/the spaces where his teeth once were/and try to run./My feet are caught in the vines, stuck/in thorny loops, and the cucumbers bulge/ like popping green fish-eyes/turning toward me in the wind . . . .

Despite the effort _____ puts into her creative and scholarly work, she still finds time to help others (she is the ideal student tutor: gentle, patient, and often funny) and to participate in extracurricular activities. She is an invaluable member of the English Team, the layout editor of the school newspaper, and the literary editor of the literary arts magazine, for which I am the advisor. We all enjoy working with _____ and know we can always count on her good judgment and imagination.

_____ is a wonderful combination of ingenuousness and brilliance. I admire her integrity, self-discipline, and generosity of spirit. She has my highest recommendation for admission to your university.

Signature
Title

Note. Guidelines for Writing a Teacher Recommendation were contributed by Bernis von zur Muehlen, James Madison High School, Fairfax County Public Schools, Virginia.

security officer to help get the car to a relatively passable road. Following the interview she wrote a thank-you note to the admissions officer and added that she now carried a shovel and sand in her car to help her out of snowdrifts.

Most of the suggestions listed in the guidelines that follow are general in nature. However, counselors can assign groups of students to rehearse scenarios in which the principles are followed for specific colleges. Again, discussions should never program students.

Guidelines for an Effective Interview

- Approach the interview with this in mind: You are about to invest thousands of dollars and 4 years of your life in an institution that may shape your values and career plans. What can you do during an interview to help you make the best decision about that investment and your future? If you do decide to invest in that institution, what information can you provide that will convince them to accept you?
- If you are really interested in a selective college, research the institution thoroughly. Approach the interview as an opportunity to share information. Be prepared.
- Construct an agenda that asks questions that cannot be answered by reading college catalogs. For example, ask what percentage of the freshman class returns for sophomore year, or, if students do not return, ask whether the college knows why. Do not ask how many books are in the library. There are more than you can read.
- Construct an agenda that will answer the personal question "What does this institution offer that will assist me in reaching my goals?"
- Answer the interviewer's questions honestly. Prepare and rehearse, but don't overprogram yourself.
- Be prepared to present information about yourself that is not visible in your written application and supporting material. Remember, the admissions committee is struggling to decide "Which of these highly qualified applicants shall we admit, and which must we deny?"
- Write down your interviewer's name; write a thank-you note as soon as you return home.

Some Questions You May Be Asked

- Why do you want to go to this college?
- What do you want to know about this college?
- What have you read lately?
- Are there any particular subjects or authors you enjoy?
- How did you spend last summer?
- What has been important to you in high school?
- What do you consider to be your major strength? Weakness?
- Do you know what area you want to concentrate on in college? Why did you choose this particular area?
- During your free time at this school, in what activities might you participate?

Some Questions You May Want to Ask

- What do you consider to be your outstanding departments?
- Can you take courses for credit in areas such as music or art if you are not going to major in them?
- At a university with a graduate school, you might want to ask: If I were in a preprofessional program here at your school, would it improve my chances of being admitted to your graduate school?
- Are there any opportunities to earn money on campus?
- Do you have an honor system here? Are faculty members and students satisfied with the system?

Note. Information on the interview is supported by workshops presented to the Fairfax County Association for the Gifted, a parent advocacy group, by Dr. G. Gary Ripple, Dean of Admissions, College of William and Mary, Williamsburg, Virginia. Some Questions You May Be Asked and Some Questions You May Want to Ask were contributed by Shirley Levin, College Bound, Inc., Rockville, Maryland.

Note. From *College Planning for Gifted Students* (2nd ed.) by Sandra L. Berger, 1994, Reston, VA: The Council for Exceptional Children. Reprinted by permission.

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THE COLLEGE APPLICATION ESSAY

The essay is the bane of every high school senior's college application. Some students refuse to consider colleges where they might be extremely happy because an essay is required. Some students write their essays the night before the deadline; others spend weeks writing and rewriting. Only the college application deadline puts an end to the agony. Students with prior experience in writing will find that writing an autobiographical essay is a growth-promoting experience—*after* they overcome the anxiety produced by a series of open-ended, sometimes deceptively challenging questions such as "Tell us something about yourself that is not reflected in your application folder" or "Discuss your academic and professional goals."

A student may have earned straight A's in a highly rigorous academic program, have earned more than adequate SAT or ACT scores, and have a social conscience and participate in many community activities, but still feel uneasy at the thought of outlining his or her academic and professional goals. How does one "evaluate a personal or educational experience" that has been "a major factor" in one's getting old enough to apply to college? Given the age of most high school seniors, it is not surprising that some feel uncomfortable. Highly analytical and other gifted students may ask, "What does this question have to do with my ability to succeed in and contribute to that school?" The more competitive colleges, however, require essays, detailed written analyses of extracurricular activities, and/or personal statements. They are asking the question, "Who are you?" Students should be instructed to answer all questions, but particularly the one that reads "What can you tell us about yourself that we have not asked?" If a student takes the time to write an answer to such a question, it may make the difference between acceptance and rejection. Personal essays and statements should answer the question "Who are you?" from the perspective of the student and the college.

The key to writing a personal essay or statement is the ability to organize, reflect, and write autobiographically. Some gifted students have a difficult time when asked to reflect. If the essay is to make a significant difference to an admissions officer, they need to know themselves and they need writing practice.

The essay can be a decisive factor. It can reassure the admissions committee that the student is capable of college-level work. Student essays should be reviewed by teachers, counselors, and parents for spelling and grammar; the students should not be instructed on the essay topic.

What Do Colleges Look For?

Colleges look for

- Writing ability.
- Intellectual curiosity.
- Initiative and motivation.
- Creativity.
- Self-discipline.
- Character.
- Capacity for growth.
- Leadership potential.
- Community service.
- Consistency with other elements of the student's application.

Sample Essay Questions

Following are several sample essay questions for the college application.

- Students are asked to deal with a 2- by 4-inch rectangle on a blank piece of paper. The directions say, "Do something creative in this space. We are interested not only in your academic credentials but also in your imagination and creativity."
- Students are asked to "do something" with an 11- by 13-inch piece of paper.
- You have just completed a 300-page autobiography. Please submit page 261.
- You are a journalist with the rare opportunity to interview any person—living, deceased, or fictional. Whom would you choose? What do you feel you could learn from this person? Answer in 300 to 500 words.
- Describe an experience that has altered or profoundly affected your present life or intended goals. The experience may be an accident, a competition, or anything of great significance to you.
- Make up a question, state it clearly, and answer it.

Note. Information on the essay is supported by interviews with English teachers and *High School Program for Gifted and Talented Students in English* (1984), published by Fairfax County Public Schools, Fairfax, Virginia.

Guidelines for Writing a College Application Essay

Following is a step-by-step process that may help you produce a better essay.

1. Write several short essays. Write about what you do in school and what you do outside of school. (If you are an 11th-grade student, consider keeping a journal so that you will have many writing samples by application time.) Be specific. For example, you might write about
   - Your most important learning experience.
   - Your favorite academic class and/or teacher.
   - The rise and fall of your science fair project.
   - The trials and rewards of your work on a school publication.
   - Your selection as captain of the football team.
   - Your lack of athletic prowess.
   - Your work as a clerk at a discount store.
   - Your experience in a fast-food emporium.
   - A volunteer experience.
2. Try to write about yourself in at least three different settings so that you can see yourself from several angles. List all of the adjectives you would use to describe yourself in each of these settings.
3. Define your characteristics. Ask yourself:
   - What outstanding characteristic or cluster of characteristics crop up in my writings?
   - Am I dependable, with good work habits?
   - Am I creative, with a good sense of humor?
   - Am I a person of contradictions? (Many of us are.)
4. Examine the question you are expected to answer.
   - Decide exactly what the question asks.
   - Decide which characteristics should be included in your answer.
   - Decide which example or examples should be included in your answer.
5. Write your answer.
6. Examine your answer. Try answering the following questions:
   - Did my essay really answer the question? Could this essay only have been written by me? (If the answer is no, you need to examine ways to make your essay more reflective of you.)
   - Does this essay include concrete examples to illustrate my points? (If the answer is no, you need to examine ways to include specific examples and illustrations.)
   - Is this essay an interesting enough answer to the question that a reader will be able to concentrate on it after reading many other essays? (If the answer is no, you need to examine ways to help the reader remain interested.)

   Caution: Make your essay interesting, as opposed to strange and bizarre. For example, change the pacing and relate abstract concepts to concrete examples.)
7. Revise your answer. You may need several revisions before you have an interesting essay that uses concrete examples and is reflective of you.
8. Edit your answer, checking grammar, spelling, and punctuation.
9. Type your essay. Typed essays are usually more highly rated than handwritten essays.
10. Mail your application.
11. Permit yourself one long sigh of relief!

Additional Reading

Curry, B., & Kasbar, B. (Eds.). (1986). *Essays that worked: 50 essays from successful applications to the nation's top colleges (with comments from admissions officers).* New Haven, CT: Mustang.

Guidelines for Writing a College Application Essay was contributed by Gail Hubbard, Supervisor, Programs for the Gifted, Prince William County Public Schools, Manassas, Virginia.

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Sample Student Essays

Essay questions vary from school to school and year to year. Highly selective schools generally phrase essay questions to encourage an applicant to write autobiographically—to describe something about himself or herself that is not obvious in the application and supporting material. The following samples were written by applicants to highly selective or selective universities in answer to some general questions. They answer the question as well as identify the student as both a problem finder and a problem solver.

What can you tell us about yourself that is not revealed in your application?

(The student plays basketball and writes poetry, an unusual combination of talents and skills. His essay reveals imagination, creativity, reflection, and his ability to deal with experience by writing humorously and effectively.)

What is God?
Is He mod?
Is He of the old sod?
Does He have a bod?
Is He British or bluish or Jewish
Or Venusian?
Excuse-He-can all my sins.
Is He big-time on cloud nine or bovine
Or from Constantinople?
I-hope-He'll still let me in.
Hey, what's that storm brewing?
Doesn't He like what I'm doing?
What fate does He have stewing?
Is that lightning?
Oh crap.
Zap!

I consider myself to be a 'math' person. Problem solving in mathematics requires the application of definite processes to determine an answer that is either correct or incorrect. English is completely different; however, poetry provides a middle ground which I thoroughly enjoy. Rhyme and rhythm give a poem a set pattern that I can follow easily, and the change of just one word can make the poem 'correct' or 'incorrect.' My poems are always humorous, but vary from the outrageous *What is God* to the autobiographical *Slumping Senior*.

Slumping Senior

I am the slumping senior, I'm here to sing my song.
I've worked real hard the past 12 years but I've been in school too long.
I don't want all the pressure, but I know it's just begun.
If I had my way I'd skip every day,
I'd sleep till ten and then be with my friends
And we could all go have some fun.
I am the slumping senior, I'm way too far behind.
If I get one more assignment, I think I'll lose my mind.
I've got an English paper, I've got a physics test;
I know it's true, tomorrow they're due,
I know it's late, if I start at eight
By four I'll get some rest.
I am the slumping senior, I've thought the whole thing through.
School won't really matter much when I'm thirty-two.
I've learned to play the game of life, I think I'm doing fine
Cause all the trends and all my friends
Are the only things worth remembering
When it's ten years down the line.

What activity have you participated in that has influenced you the most?

In the summer of 1986, I had an experience that taught me more about myself than any other event in my life. I participated in a three week multi-element Outward Bound course in North Carolina consisting of rock climbing, canoeing, and hiking. Throughout the course I learned the importance of teamwork, commitment to achieving my goals, and the qualities of leadership. I will always reflect back on that unique experience as a time in my life when I learned so much that shaped my values, attitudes and personality.

The most memorable experience I had there was rock climbing. I had never been so scared before in my life. Hundreds of feet up in the air I held onto the face of a cliff by a metal clasp. Once I overcame my fear of falling I had to concentrate on climbing up the face. Many times I came to a dead end; I didn't quit, but only after I gained some confidence in myself would I find safety at the next ledge. From this experience I learned to trust myself and push

the limit of my abilities. When I get stuck on something I know I will keep trying new ways until I come up with the right one that works for me. I believe that this lesson I learned will help me accomplish difficult tasks in college. I will not give up when things get tough because I know how it feels to achieve something for which I have struggled.

I learned teamwork in the canoeing part of the course. When two people are in a canoe together it is crucial that they work together if they want to accomplish anything. I learned this lesson the hard way, only after smashing into submerged boulders and capsizing into roaring rapids did I realize that I couldn't do everything on my own. This lesson of teamwork will help me in college because I know now that I have to work together with faculty and other students to get the best possible education.

Another experience I had of pushing my limits was the last event of the course, a fourteen mile marathon. The choice was given to us to run nine or fourteen miles. I chose the fourteen miles because I didn't know if I could do it or not and I wanted to know what my limits were. It felt so good to finish that race, knowing that I accomplished something that I didn't know if I could do. I find it amazing how people can always perform past what they believe to be their limits. I will always remember this experience because whenever I come to a problem in my life I know I won't take the easy way out.

The most grueling part of the course was hiking. We had to carry all our food, equipment, and clothes in our packs and had to hike up and down hills for long periods of time without rest. Through this part of the course I learned that I do have leadership qualities. I put a lot of effort into finding trails, organizing campsites, and taking charge of expeditions. On one occasion, when we had lost the trail and the rest of the group had given up, I made a very determined effort to find the trail and led the group to our destination. From this experience I found that I don't like to sit back and let other people do things for me, I like to make things happen for myself, to create opportunities. This enthusiasm and creativity will help me excel in college.

These experiences will always be memorable to me because they have helped me discover what kind of person I am. The values and attitudes I have developed from these experiences will help me with my future in college and my life.

In an essay of not more than 300 words, explain how you feel that engineering and applied science can best benefit humanity in the next decade.

The science of engineering always involves the recognition of a problem and the determination to solve it. The size of the problem is irrelevant. It can vary from something as small as the configuration of a paper clip to something as large as putting a man on the moon. The method of solving the problem is the same. It involves proposing possible solutions within a set scientific procedure.

Engineering is an integral part of human progress. Without it there would be no answers or solutions to the challenges man has faced through the centuries. It is easy to see how far mankind has come and, at the same time, to see that we have just begun to develop. I think the next decade will involve the need for thinkers and planners trained in engineering. We are on the verge of discovering many exciting solutions, including the cures for many diseases and the establishment of a space station. Discoveries in space for aerospace engineers are just as important as a cure for cancer is for the bio-medical engineer. Some may think the latter is more important. It may be, but the dreams of the engineers and the challenges they face in finding solutions are the same. That is the important part. It is hard to predict the future and to know what particular discovery will be more beneficial than another, but one thing is clear: without a group of well-trained engineers, those discoveries won't be made.

It can be said that engineering is one of the oldest professions. It hasn't always been called engineering, of course, but there have always been people who have looked for answers within an engineering framework. That is how man has progressed scientifically. As we head into the 21st century, engineers will be ready to raise questions and propose solutions.

WAITING LISTS

What happens if you are placed on the waiting list of a school you really want to attend? There are several things you can do.

- First, ensure your place at a school that accepted your application.
- Find out what being placed on the waiting list means at the college in question. For example, how many students on the waiting list does the school usually accept during the summer?
- Ask your guidance counselor to find out why you were placed on the waiting list. The reasons will help determine the best action to take. For example, if your folder indicates specific weaknesses, you may be able to submit substantive additional information that will influence the dean or director of admissions.
- If the college considers you a "viable" candidate, one who will be accepted if a vacancy develops, ask your guidance counselor to lobby actively for you.
- Write to the dean of admissions, indicate your intent to attend the school, and ask him or her to review your folder. State your reasons for requesting that your application be reviewed.
- Consider other influences you can bring to bear on the matter. You may know alumni who will support your admission to the school. Be careful, however, of overkill.
- Find out the projected schedule for admitting students on the waiting list. Ask when you can expect to hear from the college.
- Consider attending your second-choice college or university for 1 year. You may have a better chance as a transfer applicant than as a graduating high school senior if you can prove that you are capable of high achievement.

What if you are rejected by all the colleges you applied to? Do not despair. Ask your guidance counselor to find out the reason for each rejection. Compare the reasons. Is there a pattern or central theme? The answers to some of the following questions will determine your action:

- Were *all* the schools flooded with applicants this year?
- Was there some confusion regarding the presentation of information in your application?
- Did you have a specific academic weakness?

If there is no central theme, perhaps you miscalculated your options. For example, did you apply to a range of schools that included at least one that you knew would accept your application and several whose admission requirements matched your credentials?

Ask your counselor for advice. Following are some possibilities for strengthening your chances at a later time:

- Look at other colleges with similar characteristics.
- Submit additional applications to colleges with rolling or late admissions policies.
- After June 1, inquire about unanticipated openings. (This is called "summer meltdown.")
- Spend a year investigating career paths: Find an internship, work in a law office, or volunteer for a community service project.
- Spend a year bolstering your academic weaknesses: Take some courses at a local community college to prove you can do college-level work.

Look for a sense of direction and begin again!

Note. From *College Planning for Gifted Students* (2nd ed.) by Sandra L. Berger, 1994, Reston, VA: The Council for Exceptional Children. Reprinted by permission.

COLLEGE COSTS

This section is a general overview of college costs to help counselors and families be more resourceful in meeting the college-cost needs of gifted students. However, college-cost information changes yearly, and the needs of gifted students vary widely. For current detailed information, consult the Octameron publications *The A's and B's of Academic Scholarships, College Check Mate,* and *Don't Miss Out: The Ambitious Student's Guide to Financial Aid.* These books are revised annually. Be sure to order the latest edition from Octameron Associates, P. O. Box 2748, Alexandria, VA 22301.

The Bad News

Educating a gifted student after high school is not a one-shot, 1-year affair. Gifted students often invest heavily in both time and college costs in post-high-school education. Think of it in terms of 2 years for an associate degree, 4 years for a baccalaureate, 6 years or longer for a graduate or professional degree, and even longer if there are younger brothers or sisters spaced 2 or 4 years apart. The student and his or her family may pay college bills for many years following high school graduation, so it is important to understand the overall college-cost environment.

What stands out immediately is cause for concern. Each year the cost of a college education and our ability to pay it are reassessed by a federally approved system called need analysis. If current trends continue, costs will continue to outpace inflation. If tuition increases at twice the present inflation rate (3.5%), an $8,000 tuition bill in a student's freshman year will be a $10,000 tuition bill 4 years later.

There are several reasons why tuition and other college costs continue to rise. First, higher education is labor intensive. Great teaching comes from conversation and discussion among inquiring minds. But faculty salaries are comparatively low, so catch-up raises are necessary to attract new professors and keep tenured faculty members from leaving academia for higher incomes in the corporate world.

Second, state support for higher education is lagging behind increased cost. Public universities, as well as community colleges, depend on state appropriations for more than half their support. When appropriations fail to match rising costs, colleges must compensate by raising in-state tuition and sharply raising tuition for out-of-state students.

The third factor is technology. To provide high-quality education, colleges need to spend money for up-to-date laboratories, research equipment, and computers, as well as the supporting maintenance and training staffs.

Finally, with few exceptions, colleges can no longer meet the financial needs of all students. One solution is to raise tuition rates by two to three times the rate of inflation. Students who can afford the increases are, in effect, helping to subsidize those who need financial aid.

In addition to the news that tuition will continue to outpace inflation, a second bit of bad news is that federal student aid is now in a lean cycle. Although the dollar amount of federal grants and loans increases each school year, new programs are being added and other programs are being stretched to help reduce the federal budget deficit.

Of equal concern is the unstable delivery of federal student aid. In order to add, cut, or stretch some programs, the associated timetables, eligibility rules, interest rates, and even student aid forms have changed from year to year. These changes will continue in magnitude and frequency. The result is confused students, parents, and guidance counselors and extremely overworked college financial aid personnel.

The Good News

The flip side of the coin is that if you are fortunate enough not to need assistance in meeting your college costs, you have a better chance of being accepted by the college to which you apply.

Remember, too, that there are not enough high school graduates to fill all the waiting "ivy-covered halls." This means that most colleges must compete for good students. Applying to college has become a buyer's market. Competition for the right student translates into recruiting drives, alumni interviews, special honors programs, and scholarships designed to attract the brightest available students. The more marketable the student—good ACT/SAT scores, grade point average, and class standing, together with leadership, athletic ability, or talent—the more nonfederal, college-sponsored student financial assistance there is to help defray college costs. Parents and students need to make wise choices when selecting a college.

Getting Your Fair Share

Before you reach for a share of these extra dollars, you need to understand what makes up the student's part of college costs, namely the cost of attendance. The cost of attendance consists of six separate items: tuition, room, board, books, transportation, and miscellaneous

expenses. Miscellaneous expenses include insurance and laundry costs, telephone bills, and even the cost of the trips to the local fast food restaurant when what the dining hall features does not appeal to you.

The cost of attendance is different for each student, even for students at the same college. Some students live in dormitories, others in off-campus housing, and others at home with their parents. The cost of travel or commuting varies depending upon circumstances, as do special expenses associated with disabilities, age, and family or child care.

The most expensive private college in the United States costs more than $25,000 per year. The cost of 4 years at an Ivy-League school is about $100,000. Depending on whether you are an in-state or out-of-state student, 4 years at a public institution can range from $32,000 to $64,000.

A student can normally receive assistance in meeting college costs if the calculated *family contribution* is lower than the cost of attendance. The difference between the two is the *financial need*.

Financial need is simply a number; it does not necessarily mean that your family is poor. It does mean that you may qualify for student aid in order to attend the college of your choice. For example, Billy's family is able to contribute $9,000 per year to his college costs. He is considering three universities: Ivy X, at about $24,000 per year; Midrange U, at about $16,000; and Home State U, which will cost about $8,000. Billy's family has calculated their financial need and the amount they would qualify for in student aid. At Ivy X they would qualify for $15,000 to help with the annual cost, at Midrange U they would qualify for $7,000 in aid, and at Home State U there would be no financial need at all.

Understanding Family Contributions

The amount of money a family is able to contribute to college costs is the key to estimating the amount of financial aid for which they will qualify. The family contribution is essentially the sum of four separate calculations: the contribution from the parents' income, the contribution from the parents' assets, the contribution from the student's income, and the contribution from the student's assets.

Parental income includes the total of all taxable and nontaxable income. A family maintenance allowance is subtracted from this total. The larger the family, the larger the allowance. Income and social security taxes are also subtracted. The remainder is referred to as discretionary income. Depending on the amount, a percentage is taken and the result is considered the parents' contribution from income.

The next calculation is a percentage of the value of the parents' assets. The total value of savings, stocks, bonds, trust funds, mutual funds, money market funds, commodities, land and mortgage contracts held, and business and farm assets is calculated when considering eligibility for federal assistance. An asset protection allowance for retirement is subtracted based on the age of the oldest parent. Approximately 5.6% of the remainder is added to the family contribution. You can expect a private institution to add home equity to the list before they will use any of their scarce resources to assist a student.

Next, the student receives a $1,750 after-tax income protection allowance. Fifty percent of income over the allowance is added to the family contribution.

Finally, the student's assets are evaluated. No asset protection allowance is permitted, since the student is considered to have a full working life ahead of him or her. The formula adds 35% of the student's assets to the family contribution.

The sum of these four calculations, the family contribution to college cost, is what the student is expected to pay for his or her college education. The family contribution subtracted from the cost for a particular college determines the amount of student financial need and the amount of student aid for the school year. The calculation is recomputed each school year.

Multistudent Families. What happens if there is more than one member of the family in college at the same time? How does the family contribution to college cost change? In this common situation, a separate family contribution is calculated for each student, consisting of the parents' contribution from income and assets. For example, suppose that the total parental contribution is $8,000 and there are two students. Then $4,000 is allocated to each student. Son Jason's contribution from earnings and assets is $1,500, while daughter Gina's is $2,000. Consequently, the family contribution for Jason's college cost will be $5,500, and for Gina's $7,000.

Divorced or Separated Parents. Which parent's income and assets are used in the calculation when parents are divorced or separated? The answer depends upon which parent the student lived with for the greater portion of the calendar year preceding the year the student enters college. If the custodial parent has remarried, stepparent income and assets are included. Also, a student facing this situation and seeking nonfederal college financial assistance should be aware that most

private colleges will likely ask the other natural parent to submit a divorced-parent financial form before awarding any financial assistance.

Filling Out the Forms. How do colleges get the information they need to calculate the family contribution to college cost? As soon as possible after the first of the year, the student and his or her family should fill out a need-analysis form called "Free Application for Federal Student Aid." Students applying for early selection must do this twice, first when they apply, and again after the first of the year.

A student seeking to determine whether he or she qualifies for some of the college's own money or money from the state in which the student resides in addition to federal financial aid, may be required to fill out the College Board's financial aid form or the American College Testing Program's family financial statement. Both forms require a processing fee. Residents of Pennsylvania may use state forms called the Pennsylvania Higher Education Assistance Agency (PHEAA). These forms are normally obtained from high school guidance offices and college financial aid offices. Some colleges have unique financial aid forms attached to the admission application.

Putting Scholarships to Work

Most people believe that receipt of a scholarship reduces their family contribution to college costs. However, while the scholarship may help pay the college bill, it may not reduce the student's or the family's share of the bill.

For example, the Johnson family contribution was determined to be $5,000. At her high school commencement, Sally Johnson was awarded a $1,000 scholarship by her town civic association. The Johnsons were elated, thinking that their family contribution would now be $4,000. Unfortunately, they were wrong: The contribution remained the same. Sally's college just took the amount of the scholarship and incorporated it into Sally's student aid package.

This does not mean that students heading for college should stop looking for and working toward scholarships and grants. Rather, they should concentrate their efforts on seeking scholarships large enough to cover both the family contribution and the student aid award. The best advice is not to waste time seeking special scholarships or seeking out computerized scholarship services that charge a fee for their work. Saving money for college is a better course of action. Some scholarship money goes unused each year, but it is primarily unused employee tuition benefits, not scholarships for which no one has applied.

Financial Aid in Return for National Service

State governments that create a commission on national service will receive federal funding to support volunteers for national service. Under the Clinton administration proposal, 100,000 volunteers will receive health and child care costs in addition to minimum wages and a $4,725 education credit for each year of service. Education credits can be used for any associate, baccalaureate, or graduate program or be used to pay down outstanding student loans.

Some Final Words

The matter of paying college costs should not be taken lightly. A parent should not "let Johnny worry about it," any more than Johnny should "let Mom and Dad worry about it." The entire family needs to get involved.

Paying college costs requires research, study, and analysis. It should be discussed with high school counselors and college financial aid personnel, who have special knowledge of personal financial matters—loans, interest rates, tax laws, and innovative tuition payment plans. Knowing as much as possible about college costs can save time and money. What is most important is to know and understand the details about the entire spectrum of financing a gifted student's college education *before* filling out the first financial assistance form.

Note. College Costs was contributed by Joseph Re, Executive Vice President, Octameron Associates, Alexandria, Virginia 22301-1819.

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Appendixes

Appendix 1: Glossary
Appendix 2: Glossary of Financial Terms
Appendix 3: Contests, Competitions, and Activities
Appendix 4: Gifted Education Resources
Appendix 5: The Common Application

Appendix 1
Glossary

Academic Performance: The combination of a student's grade point average (GPA), class rank, transcript (i.e., list of courses taken), standardized test scores, and other available numerical information. Some large schools consider a student's high school academic performance record the only criterion for an offer of admission. Academic performance includes academic rigor, grade point average, class rank, official transcript, and high school profile or transcript supplement.

- *Academic Rigor:* The relative difficulty of an academic course and the relative difficulty of all courses taken by a student during high school. Highly selective colleges expect a student to take the most rigorous curriculum offered.
- *Grade Point Average (GPA):* Number usually computed by giving quality points to each letter grade (for academic and nonacademic courses) earned during high school and then dividing by the number of earned credits. Some school systems weight honors or Advanced Placement (AP) courses by awarding an extra fraction of a point to the course. Colleges frequently recalculate a student's GPA to reflect only academic courses.
- *Class Rank:* Computation denoting a student's academic position in relation to classmates. Class rank is generally reported in terms of deciles, quarters, and/or thirds. Grade point average usually determines class rank. Some high schools eliminate a precise class rank, and where this is the case, the colleges may ask counselors or principals to compute an applicant's numerical rank to the nearest 10th from the top. Some colleges automatically reject applications submitted by unranked students. Other colleges assign unranked students a median number.
- *Official Transcript:* Academic profile of the student. Transcripts should include a list of courses taken each year (including courses in progress), the rigor of those courses (AP, honors, accelerated), grades assigned for each course, GPA, and class rank (including how the rank is determined). Some transcripts list test scores such as PSAT and SAT; however, these are not considered official scores. Official scores must be sent directly from the College Entrance Examination Board (CEEB) or the American College Testing Program (ACT).
- *High School Profile, Course Description, or Transcript Supplement:* Provides information to colleges about the high school program of studies, the grading system, and the makeup of the student body. The meaning of a student's transcript (grades) is partially explained by an effective profile that includes the percentage of students who go to 4-year colleges, the nature of the courses offered, and the grading scale. When a course title does not clearly reflect the rigor and significance of an academic course, an explanation should accompany the school profile and student transcript.

American College Testing Program's ACT Assessment: A content-oriented test, divided into four subject areas—mathematics, science, English, and social studies. Scores are reported on a scale of 1 to 36, with 36 the highest.

Advanced Placement (AP) Examinations: Examinations offered each May by participating schools to students who want to be tested at the college level in many areas including English, calculus, computer science, science, history, foreign languages, art, and music. Enrollment in an AP course is not required, and a fee is charged for each examination. AP tests are scored 1 to 5, with 5 high. Grades of 3, 4, or 5 on AP examinations may be considered acceptable for college credit or exemption from required courses. Each college or university decides how much credit will be awarded to the student. If a student takes an AP test, the student is responsible for ensuring that scores reach the college. AP test preparation is time consuming. Students should carefully consider the advantages and disadvantages of taking each test.

Advanced Placement (AP) Program: Program sponsored by the College Entrance Examination Board, and consisting of rigorous academic courses and examinations

in 15 subjects. AP courses provide an opportunity for students to pursue college-level studies while still enrolled in secondary school, and demonstrate the student's capacity to handle college-level work. A high grade in an AP course is considered evidence of superior ability, even if a student chooses not to take the AP examination.

College: (1) A postsecondary school that offers a bachelor's degree in liberal arts or science or both, (2) Schools of a university offering the aforementioned degree programs.

Deferred Admission: Procedure that allows an accepted student to postpone admission to college for 1 year.

Early Admission or Early Entrance: Procedure that admits students of unusually high ability into college courses and programs before they have completed high school.

Early Action: Procedure whereby students submit credentials to colleges early, usually by November 1. Unlike early decision, a student admitted under early action is not obligated to enroll.

Early Decision: Procedure that gives special consideration to a student who applies for admission by a specified date. If admitted under early decision, the student has an obligation to matriculate. The student may not accept an offer of admission from another institution at a later date. Early decision applications are often due by November 1, and students are notified earlier than regular admissions applicants, generally by December 15. Early decision applicants may be denied and reconsidered with the regular pool of applicants.

JETS National Engineering Aptitude Search: Examination that estimates a student's potential in the field of engineering. Anyone interested in this field should take the 3-hour JETS test. To locate test sites, check with local universities or write to JETS National Engineering Aptitude Search, United Engineering Center, 345 East 47th Street, New York, NY 10017. Students have received scholarships based on outstanding scores on this test.

Liberal Arts: Academic disciplines such as mathematics, science, language, history, literature, and philosophy. These programs are designed not to prepare a student for a profession but for the development of intellectual ability and judgment.

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): A 2-hour version of the SAT-I Test. The PSAT is a screening mechanism for the National Merit Scholarship competition. In order to be considered, students must take the test in the fall of 11th grade and score in the top 5% of their state. Qualifying scores vary from state to state. For example, a score of 190 in Virginia may qualify a student as just a Commended Scholar. In another state the same score might be in the top 5% and qualify the student as a semifinalist. The PSAT is similar to the SAT and is therefore a good preliminary indicator of the student's potential SAT score. Calculation of the PSAT selection index is such that the verbal score is given twice the weight of the mathematics score. PSAT scores are also used for the National Merit Hispanic Scholarship and the National Achievement Scholarship Program for Outstanding Negro Students.

ROTC: Reserve Officers' Training Corps, sponsor of programs offered at certain colleges in conjunction with the Air Force, Army, and Navy. Tuition, books, and fees are subsidized by the military, and the student also receives a stipend to help cover personal expenses. Upon graduation, students receive a commission in the military service. Students may be obligated to serve a specified number of years in the military after graduation.

Regular Admission: Admission to a college in the usual manner. Students must submit an application by a specified date, and a decision is made by the college after it has received most of its applications (approximately February 15 to April 15). All applicants are informed at about the same time, although this varies with the college.

Rolling Admission: Admission to a college whereby students may submit an application at any time during the year. A decision is usually made by the college within a few weeks after application and transcript are received.

SAT-I Test (Scholastic Assessment Test): A 3-hour test divided into two sections, verbal and mathematics. Scores are reported on a scale of 200 to 800 in each section. The SAT is a "leveler": When colleges are unfamiliar with a student's high school and school district, SAT scores tell them how the student compares to all other students who took the test on the same day.

SAT-II: Subject Tests (formerly Achievement Tests): One-hour tests similar to final examinations in a variety

of academic subjects such as mathematics, science, history, language, literature, and writing. Subject Tests are designed to measure the extent and depth of a student's knowledge of the subject. Students are expected to study for Subject Tests. These tests are sometimes required by colleges and used for placement in freshman courses. Colleges may require a certain combination of them (e.g., engineering students must submit both mathematics and science Subject Test scores as well as the writing test). Subject Tests should be taken at the end of any course in which the student is doing well, regardless of the student's age and grade. Students may take up to three tests per session.

SAT Preparatory Courses: Courses taken to prepare a student for the SAT. In the past it was commonly assumed that coaching did not affect a student's performance on the SAT. More recently, the reverse has been demonstrated: Students have been able to raise their scores significantly by practicing test questions, reducing test-taking anxiety, and learning how to pace themselves. If a student is a poor test-taker, enrolling in a preparatory course might be of benefit. However, there appears to be a strong correlation between the breadth of a student's reading and his or her success on the verbal section of the SAT. Students who focus on mathematics and science at an early age may find it difficult to raise their verbal scores. Students who contemplate an SAT preparatory course should look for one in which the instructor will analyze the student's answer sheet and provide the student with specific information regarding academic strengths and weaknesses.

Time Structure: Division of the academic year into various parts for administrative purposes. The usual divisions are as follows:

- *Quarter System:* Divides the 9-month academic year into three equal parts of approximately 12 weeks each. Summer sessions are usually the same length. Credits are granted as quarter hours (3 quarter hours = 2 semester hours).
- *Semester System:* Divides the academic year into two equal segments of approximately 18 weeks each. Summer sessions are shorter, but they require more intensive study.
- *Trimester System:* Divides the calendar year into three segments, thereby creating a continuous academic calendar of three semesters, each approximately 18 weeks in length. Credits are usually granted in semester hours.

University: A postsecondary school consisting of teaching and research facilities comprising a graduate school or professional schools. Universities offer master's degrees and doctorates as well as undergraduate degrees.

Appendix 2
Glossary of Financial Terms

Note: Financial aid programs change from year to year and should always be verified.

College Work-Study Program (CWSP): A federally financed program that provides opportunities for students who need financial aid to work on campus or with tax-exempt employers. CWSPs should not be confused with cooperative education programs run by many colleges to provide students with practical work experience based on their particular college major.

Family Contribution: The amount that the accrediting agency estimates that a student's family should be able to contribute toward his or her education. The amount takes into account parent resources, the student's savings, the family's earnings, and the student's earnings.

Family Financial Statement (FFS): Similar to the FAF, the FFS is a financial aid application form required by colleges using the American College Testing Program's ACT Assessment. Completed forms should be sent to ACT in the addressed envelope provided.

Federal Stafford Loans: Government subsidized and unsubsidized (you pay the interest), low-interest loans made to students by credit unions, commercial banks, or savings and loan institutions. Repayment of a subsidized loan is guaranteed by the federal government. Students may borrow up to $23,000 (1994) with up to 10 years to repay, starting 6 months after graduation. The amount that students may borrow and the number of years to repay vary from year to year. Financial need is required for the subsidized loan.

Financial Aid Form (FAF): Form designed by the College Scholarship Service of the Educational Testing Service. Students may obtain an FAF from the high school guidance office. It should be filled out by students and their families at the end of the calendar year and then sent to the sources listed on the front of the form.

Free Application for Federal Student Aid (FAFSA): Government need analysis form that determines the Expected Family Contribution and Pell Grant eligibility.

Grant: The portion of a financial aid package that the student does not have to repay.

Merit Scholarships: Scholarships awarded by colleges and outside agencies on the basis of student accomplishment rather than financial need. Merit scholarships are often awarded on the basis of a student's PSAT scores and the results of the National Merit Scholarship competition.

Parent Loan for Undergraduate Students (PLUS): Part of the GSL program, primarily a loan for parents of dependent students. Loans are made directly to parents.

Pell Grants: Grants given under a federal program for extremely needy families. Grants under this program ranged from $200 to $2,300 as of 1993.

Perkins Loan (formerly known as National Direct Student Loan [NDSL]): A low-interest loan for students with demonstrated need. Students do not apply directly for an NDSL; funds are paid directly to colleges by the federal government for allocation to students whom the colleges select.

Reserve Officers' Training Corps (ROTC) Scholarship: A scholarship and educational program offered by the three military services of the U.S. government. In return for scholarship aid, students are obligated to serve for a period of years on active duty or reserve status in one of the military services.

Student Aid Report (SAR): Report indicates the Expected Family Contribution (EFC) and whether or not a student is eligible for a Pell Grant.

Supplemental Educational Opportunity Grant (SEOG): Grant up to $4,000 (1988) designed to provide additional support for Pell Grants based on student need. Money is paid directly to colleges to disburse to very needy students.

Appendix 3
Contests, Competitions, and Activities

Participation in a national competition or activity provides gifted students an opportunity to

- Socialize with gifted and talented students who share their talents and interests.
- Improve skill levels.
- Compare their level of proficiency with that of other students who share their talents .
- Document their interests and level of proficiency.
- Measure their level of personal commitment and practice risk-taking behavior.
- Increase their self-confidence.

The following list of competitions, contests, and activities is based on information partially provided by *1993 Educational Opportunity Guide—A Directory of Programs for the Gifted*, Duke University, Talent Identification Program, Durham, North Carolina, and is used with permission. Requests for information on specific programs, contests, or activities should be directed to the program sponsor. To obtain a copy of the *Educational Opportunity Guide*, direct requests to Talent Identification Program, Duke University, Box 90747, Durham, NC 27708-0747.

HUMANITIES

Includes art and writing contests, history competitions, foreign language examinations and conventions, debate tournaments, and oratorical contests. In addition to contests listed, many state universities and businesses sponsor contests open only to state residents.

Achievement Awards in Writing
Promising Young Writers Program
Sponsor: National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

The Agora Writing Competitions
Sponsor: Agora
P.O. Box 10975
Raleigh, NC 27605

The Apprentice Writer
Sponsor: Susquehanna University
Writing Program Director
Selinsgrove, PA 17870

Arts Recognition Talent Search (ARTS)
Sponsor: National Foundation for Advancement in the Arts
100 North Biscayne, Suite 1801
Miami, FL 33132

Books Make a Difference
Sponsor: *Read* Magazine
245 Long Hill Road
Middletown, CT 06457

Citizen Bee
Close Up
Sponsor: Close Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202

Current Events Quiz
National Writing and Photography Contest
Sponsor: Quill and Scroll Society
School of Journalism
University of Iowa
Iowa City, IA 52242

German Testing and Awards Program
Sponsor: American Association of Teachers of German
523 Building, Suite 201, Route 38
Cherry Hill, NJ 08034

Gifted and Talented Writing Competition
Sponsor: Center for the Education and Study of the Gifted, Talented, and Creative
1515 H. Bishop Lehr
University of Colorado
Greeley, CO 80639

High School Journalism Contest
Sponsor: National Federation of Press Women
Headquarters Office
P.O. Box 99
Blue Springs, MO 64015

The Marie-Louise Poetry Scholarship Contest
Sponsor: Brooklyn Poetry Circle
61 Pierrepont Street, #51
Brooklyn, NY 11201

National Endowment for the Humanities Younger Scholars Awards
Sponsor: Younger Scholar Guidelines
Room 316, Division of Fellowships and Seminars
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, DC 20506

National Forensic League Tournament
Sponsor: National Forensic League
P.O. Box 38
Ripon, WI 54971

National French Contest: "Le Grand Concours"
Sponsor: American Association of Teachers of French
Box 86
Plainview, NY 11803

National Grant Tournament
Sponsor: National Catholic Forensic League
21 Nancy Road
Milford, MA 01757

National Greek Examination
National Latin Examination
National Junior Classical League Convention
Sponsor: American Classical League/National Junior Classical League
Miami University
Oxford, OH 45056

National High School Oratorical Contest
Sponsor: American Legion
P.O. Box 1055
Indianapolis, IN 46206

National History Day
Sponsor: National History Day
11201 Euclid Avenue
Cleveland, OH 44106

National Language Arts Olympiad
National Social Studies Olympiad
Sponsor: National Olympiads, Box 306
Hauppauge, NY 11788

National Peace Essay Contest for High School Students
Sponsor: U.S. Institute of Peace
730 Jackson Place, N.W.
Washington, DC 10503

Optimist Oratorical Contest
Sponsor: Optimist International
4494 Lindell Boulevard
St. Louis, MO 63105

Poetry Contest
Sponsor: English Department
124 Williams Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
(open only to Virginia students)

Riverstates Review of Young Writers
Sponsor: Riverstates Review of Young Writers
#1 Mark Twain Circle
Clayton, MO 63105

TIME Student Writing Contest
Sponsor: TIME Education Program
10 North Main Street
Yardley, PA 19067

Writing, Art, and Photography Awards
Sponsor: Scholastic, Inc.
730 Broadway
New York, NY 10003

Young American Creative Patriotic Art Award
Sponsor: Veterans of Foreign Wars
of the United States
Ladies Auxiliary
406 West 34th Street
Kansas City, MO 64111

Young Writer's Contest
Sponsor: Young Writer's Contest Foundation
P.O. Box 6092
McLean, VA 22106

Youth Citizenship Awards
Sponsor: Soroptimist Foundations
1616 Walnut Street
Philadelphia, PA 19103

MATHEMATICS

Generally organized through schools, entries are usually set up for teams. Interested students should speak with a mathematics teacher about organizing and entering a team from their school.

American High School Mathematics Exam
American Junior High School Mathematics Exam
International Mathematical Olympiad
Sponsor: Mathematical Association of America
1529 18th Street, N.W.
Washington, DC 20036

American Regions Mathematics League
Sponsor: American Regions Mathematics League
23 Garland Place
Roslyn Heights, NY 11577

Atlantic and Pacific Math Meet
Sponsor: Atlantic and Pacific
P.O. Box 11242
Elkins Park, PA 19117

Continental Mathematics League
Sponsor: Continental Mathematics League
P.O. Box 306
Hauppauge, NY 11788

MATHCOUNTS
Sponsors: National Society of Professional Engineers
CNA Insurance Companies
National Council of Teachers of Mathematics
U.S. Department of Education, NASA
1420 King Street
Alexandria, VA 22314

Mathematical Olympiads for Elementary Schools
Sponsor: Executive Director, MOES
Forest Road School
Valley Stream, NY 11582

National Engineering Aptitude Search
Test of Engineering Aptitude in Math and Science
Sponsor: Junior Engineering Technical Society (JETS)
1420 King Street, Suite 405
Alexandria, VA 22314

National Mathematics League Competitions
Sponsor: National Mathematics League
Southern Regional Office
P.O. Box 9459
Coral Springs, FL 33075

SCIENCE

Generally, these competitions have very specific rules about the type of research projects they accept and the format they require for an entry. Students should make sure that they request and read carefully the complete rules for a particular competition.

Biology Bulletin Science Essay Program
Sponsor: Science Essay Awards Program
c/o Biology Bulletin Monthly
3500 Western Avenue
Highland Park, IL 60035

Duracell Scholarship Competition
Sponsor: Duracell Scholarship Competition
National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, DC 20009

The Explorers Club Youth Activity Fund Grants
Sponsor: The Explorers Club Youth Activity Fund
46 East 70th Street
New York, NY 10021

International Chemistry Olympiad
Sponsor: American Chemical Society
Education Department
1115 16th Street, N.W.
Washington, DC 20036

International Physics Olympiad
Sponsor: American Association of Physics Teachers
5110 Roanoke Place, Suite 101
College Park, MD 20740

International Science and Engineering Fair
Sponsor: FAA Office of Public Affairs
Aviation Education Program
800 Independence Avenue, S.W.
Washington, DC 20591

Junior Science and Humanities Symposium
Sponsor: Academy of Applied Science
JSHS Office
4603 Western Boulevard
Raleigh, NC 27606

National Science Olympiad
Sponsor: National Science Olympiad
P.O. Box 306
Hauppauge, NY 11788

NSTA/NASA Space Shuttle Student
Involvement Project
Sponsor: National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, DC 20009

Science Award and Scholarship Program
Sponsor: Bausch & Lomb
One Lincoln First Square
Rochester, NY 14604

Science Competitions
Sponsor: National Science League, Inc.
P.O. Box 9700
Coral Springs, FL 33075

Science Essay Awards Program
Sponsor: General Learning Corporation
60 Revere Drive
Northbrook, IL 60062

Science Olympiad
Sponsor: Science Olympiad
5955 Little Pine Lane
Rochester, MI 48064

Westinghouse Talent Search
International Science and Engineering Fair
Sponsor: Westinghouse Science
Scholarships and Awards
Science Service, Inc.
1719 N Street, N.W.
Washington, DC 20036

Young Astronaut Program
Sponsor: The Young Astronaut Council
P.O. Box 65432
Washington, DC 20036

OTHER

Century III Leaders Program
National Leadership Training Program
Sponsor: National Association of Secondary School Principals
Division of Student Activities
1904 Association Drive
Reston, VA 22091

Computer Science Contest
Sponsor: American Computer Science League
P.O. Box 2417A
Providence, RI 02906

Edison/McGraw Scholarship Program
Sponsor: National Science Supervisors Association
P.O. Box 2800
San Diego, CA 92038

The Future Problem Solving Program
Sponsor: The Future Problem Solving Program
St. Andrew's College
Laurinburg, NC 28352

Invent America!
Sponsor: U.S. Patent Model Foundation
1331 Pennsylvania Avenue, N.W.
Washington, DC 20004

National Academic Championship
Sponsor: Questions Unlimited
P.O. Box 14798
Columbus, OH 43015

National Awards Program
Sponsor: Freedoms Foundation at Valley Forge
Valley Forge, PA 19481

National High School Chess Championship
Sponsor: U.S. Chess Federation
186 Route 9W
New Windsor, NY 12550

The OM Program
Sponsor: OM Association, Inc.
114 East High Street
Glassboro, NJ 08028

Presidential Academic Fitness Awards
Sponsor: Presidential Academic Fitness Awards
U.S. Department of Education
P.O. Box 23749
Washington, DC 20026

Salute to Excellence
Sponsor: American Academy of Achievement
P.O. Box 548
Malibu, CA 90265

U.S. Academic Decathlon
Sponsor: Executive Director
U.S. Academic Decathlon Association
3315 Hawkwood Road
Diamond Bar, CA 91765

U.S. Senate Youth Program
Sponsor: W. R. Hearst Foundation
690 Market Street, Suite 502
San Francisco, CA 94104

For information on art scholarships and competitions, write:

National Art Education Association
1916 Association Drive
Reston, VA 22091

Appendix 4
Gifted Education Resources

NATIONAL ASSOCIATIONS

American Association for Gifted Children
1121 West Main Street, Suite 100
Durham, NC 27701
Voice phone: 919/683-1742 or 919/683-1400
URL: http://www.jayi.com/

The Association for the Gifted (TAG)
The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20191-1589

The ERIC Clearinghouse on Disabilities and Gifted Education
1920 Association Drive
Reston, VA 20191-1589
Toll-free: 1-800-328-0272
E-mail: ericec@cec.sped.org
URL: http://www.cec.sped.org/ericec.htm

National Association for Gifted Children (NAGC)
1707 L Street, N.W. , Suite 550
Washington, DC 20036
202/785-4268
URL: http://www.nagc.org/

National/State Leadership Training Institute for Gifted and Talented (NSLTI/GT)
316 West Second Street, Suite PH-C
Los Angeles, CA 90012

Supporting the Emotional Needs of the Gifted, Inc. (SENG)
Dr. James Delisle
SENG-College of Education
405 White Hall
Kent State University
Kent, OH 44242
Voice phone: 330/672-4450
E-mail: seng@amethyst.educ.kent.edu
URL: http://monster.educ.kent.edu/CoE/EFSS/SENG/contacts.html

The World Council for Gifted and Talented Children
c/o Dr. Barbara Clark
Division of Special Education
California State University/Los Angeles
5151 State University Drive
Los Angeles, CA 90032

JOURNALS AND PERIODICALS

Advanced Development is an annual journal on adult giftedness. Contact the Institute for the Study of Advanced Development, 777 Pearl Street, Denver, CO 80203.

Gifted Education International is directed at readers in the international community. Articles on research, theory, and practice are contributed by authors from different countries. For more information, contact A B Academic Publishers, P.O. Box 42, Bicester, Oxon, OX6 7NW, England.

Gifted Child Quarterly is the official publication of the National Association for Gifted Children (NAGC). It contains articles of interest to professionals and those with some reading experience in the field of gifted education and counseling. NAGC membership includes the journal. Published four times a year by NAGC, Suite 550, 1707 L Street, N.W., Washington, DC 20036. Phone: 202-785-4268.

Gifted Child Today (G/C/T) is directed at teachers and parents. It avoids jargon and provides practical advice on working with gifted, creative, and talented children. Published by Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813. Toll-free: 1-800-998-2208. Fax: 1-800-240-0333.

Journal of Counseling and Development is published 10 times a year by the American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304, and occasionally carries articles

pertaining to gifted students. AACD membership includes the journal.

IMAGINE offers information about opportunities and resources for academically talented youth. This journal includes a wide selection of articles to assist students in the college-planning process. Included are reviews of colleges, articles on specific careers, and student writing on a variety of college- and career-planning topics. *IMAGINE* is produced five times a year by the Johns Hopkins Institute for the Academic Advancement of Youth. For information, contact JHU Journals Publishing Division, 2715 North Charles Street, Baltimore, MD 21218-4219. Voice phone: 800-548-1784. Fax: 410-516-6968.
URL: http://jhunix.hcf.jhu.edu/~setmentr/imagine.html

Journal for the Education of the Gifted (JEG) is the official publication of The Association for the Gifted (TAG), and is aimed at the experienced reader of the literature. For membership or subscription information, contact TAG, 1920 Association Drive, Reston, VA 20191-1589. Toll-free: 1-888-CEC-SPED.

The Journal of Secondary Gifted Education publishes articles of interest to professionals in the field of secondary gifted education. Published quarterly by Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813. Toll-free: 1-800-998-2208. Fax: 1-800-240-0333.

Roeper Review is a refereed journal that focuses on current research and issues relating to the lives and experiences of gifted children. For educators, counselors, and parents who have had some experience in reading in the field. Published quarterly by Roeper Review, P.O. Box 329, Bloomfield Hills, MI 48013.

Understanding Our Gifted addresses the intellectual, social, and emotional needs of gifted youth through regular columns and feature articles. Provides practical information on current issues in a clear, interesting writing style. Published quarterly by Open Space Communications, Inc., 1900 Folsom, Suite 108, Boulder, CO 80302. Toll-free: 1-800-494-6178. Fax: 303-545-6505.

OTHER

Educational Opportunity Guide:
A Directory of Programs for the Gifted
Duke University Talent Identification Program
1121 West Main Street
Durham, NC 27701
919-683-1400

TABLE A-1

State-by-State Resources

Table A-1 provides a listing of resources at the state level. The first address listed under each state is the Department of Education office with chief responsibility for the education of gifted students. State officials may prove helpful to individuals seeking information about public school services for gifted students in their states. Contact your state official to assist in solving problems or finding resources only after you have contacted local personnel.

State-wide associations and advocacy groups are listed under each state Department of Education. Many states have associations devoted to advocacy on behalf of gifted students. Membership typically includes parents, teachers, counselors, and other people who are dedicated to serving the needs of these students. These groups lobby for legislation; provide information; sponsor workshops, conferences, conventions, and colloquia; offer support to people who are meeting the needs of gifted students; and provide a network for communication.

Note. Addresses may change. If a state association cannot be reached at the listed address, contact the state official for gifted education for updated information. An up-to-date list of state officials and state-wide groups is available online at <http://www.netc.org/web_mod/gifted_ed/national.htm.>.

ALABAMA
Dr. Bill East, Acting Director
Alabama Department of Education Special Education Services
P.O. Box 302101
Montgomery, AL 36130-2101
334/242-8114

ALA-TAG
Brian Reid, President
The University of Alabama at Birmingham
University Station
Birmingham, AL 35294
205/934-3440

AAGC
Lusia MacPherson, President
665 Overland Road
Montevallo, AL 35115
205/620-1030

ALASKA
Dr. Richard Smiley
Alaska Department of Education
Gifted Education Program
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
907/465-8702
Fax 907/465-3396
http://www.educ.state.ak.us/TLS/sped/home.html

AGATE
P.O. Box 97
Haines, AK 99827

AMERICAN SAMOA
Lui Tuitele
American Samoa Department of Education
Gifted and Talented Education
Pago Pago, AS 96799

ARIZONA
Dr. Nancy Stahl
Arizona Department of Education
Gifted/Talented Education
1535 West Jefferson Street
Phoenix, AZ 85007
602/542-7836

Arizona Association for Gifted & Talented
P.O. Box 26415
Tempe, AZ 85285
602/839-0661

Arizona Educators for Gifted & Talented
c/o Sunny McLennan
Apache Junction School District
P.O. Box 879
Apache Junction, AZ 85217

ARKANSAS
Ann M. Biggers
Arkansas Department of Education
Room 103B, State Education Building
4 Capitol Mall
Little Rock, AR 72201
501/682-4224
Fax 501/682-4898
abiggers@loki.klz.ar.us

AGATE
Nell Rockett, President
P.O. Box 250754
Little Rock, AR 72225 -0754
501/664-5536

AAGEA
Tommie Anthony, President
815 Bishop
Little Rock, AR 72202

CALIFORNIA
Catherine Barkett
California Department of Education
Gifted and Talented Education
Room 125, 4th Floor
1721 Capitol Mall
Sacramento, CA 95814
916/657-5157
Fax 916/657-2554
cbarkett@cde.ca.gov

California Association for Gifted
426 Escuela Avenue, Suite 19
Mountain View, CA 94040
415/965-0653
http://www.CAGifted.org/

COLORADO
Frank Rainey
Colorado Department of Education
Gifted and Talented Education
201 East Colfax Avenue
Denver, CO 80203
303/866-6849
Fax 303/866-6836
rainey_f@cde.state.co.us

Colorado Association for Gifted & Talented
P.O. Box 100845
Denver, CO 80250

Colorado Academy for Educators of the Gifted, Talented and Creative
c/o Carol Norberg
1901 West 101st Avenue
Thornton, CO 80221

CM
Harou Kuartei
Trust Territory Office of Education
Office of Special Education
Office of the High Commissioner
Saipan, CM 96950

CONNECTICUT
Dr. Alan White, Consultant
Gifted and Talented Education
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
203/638-4247

Connecticut Association for the Gifted (CAG)
Louise Morgan, President
408 Oldfield Road
Fairfield, CT 06430

Connecticut Educators Network for the Talented & Gifted (CENTAG)
Nancy Wade, President
36 Heritage Drive
Avon, CT 06001
203/675-7340

DELAWARE
Dr. Peggy Dee, Education Associate
Delaware Department of Instruction
Gifted and Talented Programs
P.O. Box 1402, Townsend Building
Dover, DE 19903
302/739-4667
Fax 302/739-2388

Delaware TAG
c/o Judy Cropper
Seaford High School
399 North Market Street
Seaford, DE 19973

DISTRICT OF COLUMBIA
Dr. Eugene Williams
District of Columbia
Rabaut Administration Building
50th & C Streets, S.E.
Washington, DC 20019
202/576-6171

FLORIDA
Shirley Perkins
Florida Bureau of Education for Exceptional Students
Programs for the Gifted
325 West Gaines Street, Suite 614
Tallahassee, FL 32399-0400
904/488-3103
hyled@mail.firn.edu

Florida Association for the Gifted (FLAG)
Jill McCauler, President
Dade County Public Schools
Division of Academic Programs
1500 Biscayne Boulevard, #235
Miami, FL 33132
305/995-1934

Parents of Able Learner Students (PALS)
Mrs. Terry Wilson, Director
5101 Lake in the Woods
Lakeland, FL 33813
941/647-3003

GEORGIA
Sally Krisel
Georgia Department of Education
Division of Curriculum & Instruction
2054 Twin Towers East
Atlanta, GA 30334-5040
404/656-2685

Georgia Association for Gifted Children
Karen Lowe
GAGC Liaison to NAGC
1670 Nordic Trace
Marietta, GA 30068
Home 770/998-0160
Work 404/763-5620
Fax 770/998-3050
http://www.newlink.net/education/org/ga/GAGC/

GUAM
Teri Knapp, GATE Coordinator
Guam Department of Education
Gifted and Talented Education
P.O. Box DE
Agana, GU 96910
671/475-0598

HAWAII
Ronald Toma, Branch Director
Hawaii Department of Education
Gifted and Talented Education
1889 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825
808/396-2539
Fax 808/548-5390

Hawaii Gifted Association
P.O. Box 22878
Honolulu, HI 96823-2878
808/732-1138

IDAHO
Gary Marx
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027
208/332-6920
Fax 208/334-4664
Gmarx@sde.state.id.us
http://www.sde.state.id.us/GiftedTalented/

State Advocates for Gifted (SAGE)
1555 East Holly Street
Boise, ID 83712

CEC/ITAG (Idaho Talented and Gifted)
c/o Dagmar Salmon
Ernest Hemingway Elementary School
P.O. Box 298
Ketchum, ID 83304
208/726-9451

ILLINOIS
Susie Morrison
Mamie L. Jackson
James T. Meeks
Illinois State Board of Education
Center for Educational Leadership Innovation & Reform
100 North First Street
Springfield, IL 62000
217/782-5728

Illinois Association for Gifted Education
P.O. Box 2451
Glenview, IL 60025-2451

INDIANA
Patti Garrett, Coordinator
Indiana Department of Education
Gifted and Talented Education Unit
Room 229, State House
Indianapolis, IN 46204-2798
317/232-9106 or 800/527-4930
Fax 317/232-9121
pgarrett@ideanet.doe.state.in.us

Indiana Association for the Gifted
3010 Rolling Springs Drive
Casnel, IN 46033
317/634-3089

IOWA
Maryellen Knowles
Iowa Department of Education
Gifted and Talented Education
Grimes State Office Building
Des Moines, IA 50319-0146
313/232-9106

Iowa Talented and Gifted Association (ITAG)
900 Midland Building
Des Moines, IA 50309-4015
515/282-8192

KANSAS
Joan Miller, Program Specialist
Kansas State Board of Education
120 S.E. 10th Street
Topeka, KS 66612
913/296-2515
jmiller@smtpgw.ksbe.state.ks.us

Kansas Association Gifted, Talented, Creative
P.O. Box 25281
Shawnee Mission, KS 66225
913/681-4079

Kansas Parent Information Network
c/o Donna House
426 Olivetti
McPherson, KS 67460
316/241-5654
Ann T. Clapper 701/328-2277

KENTUCKY
Dr. Laura Henderson
Kentucky Department of Education
Capital Plaza Tower, Room 1718
500 Mero Street
Frankfort, KY 40601
502/564-2672
Fax 502/564-6952
ihenders@plaza.kde.state.ky.us

Kentucky Association for Gifted Education
Center for Gifted Studies
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101

LOUISIANA
Pat Clay-Dial
Eileen Kendrick
Louisiana Department of Education
Gifted and Talented Programs
P.O. Box 94064
Baton Rouge, LA 70804
504/342-2194 Pat Clay-Dial
504/763-3942 Eileen Kendrick

State G/T Parent/Teacher Association
North Western State University
P.O. Box 5671
Natchitoches, LA 71497
318/357-4572

MAINE
Valerie Terry Seaberg
Maine Department of Education
Gifted and Talented Education
23 State House Station
Augusta, ME 04333
207/287-5950
Fax 207/287-5900
dss_doe.valerie_seaberg@
gatekeeper.ddp.state.me.us

Maine Educators of the Gifted & Talented
Patti Drapeau
P.O. Box 5
South Freeport, ME 04078
207/865-4380

Maine Parents for Gifted & Talented Youth
Meg and Bill Swoboda, Directors
25 Kittredge Avenue
South Portland, ME 04106
207/655-3767
http://www.ime.net/~mpgty

MARYLAND
Deborah Bellflower
Maryland State Department of Education
Student Achievement and Program Enrichment Branch
200 West Baltimore Street
Baltimore, MD 21201
410/767-0354
Fax 410/333-2379

Jeanne Paynter
Facilitator of Gifted Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410/767-0354
Fax 410/333-2379

Maryland Coalition for Gifted and Talented Education (McAGATE)
P.O. Box 546
Riva, MD 21140
410/867-7116

MASSACHUSETTS
Deborah Smith-Pressley
Instructional & Curriculum Services
Department of Education
350 Main Street
Malden, MA 02148
617/388-3300, ext 260

Massachusetts Association for the Advancement of Individual Potential
Box 65
Milton Village, MA 02187
617/784-5182

MICHIGAN
Mary Bailey-Hengesh
Michigan Department of Education
Curriculum Development Program
P.O. Box 30008
Lansing, MI 48909
517/373-2551

Michigan Alliance for Gifted Education
Barbara J. Kozara, President
P.O. Box 2237
Ann Arbor, MI 48106-2237
http://www.geocities.com/Enchanted-Forest/1833/MAGEPAGE.HTM

MINNESOTA
(Vacant)
Minnesota Department of Education
731 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-4072

Minnesota Educators of the Gifted and Talented (MEGT)
Edina Community Center
5701 Normandale Road
Minneapolis, MN 55424
612/927-9546
http://www.informns.k12.mn.us/~megt/

Minnesota Council for the Gifted and Talented (MCGT)
Edina Community Center
5701 Normandale Road
Minneapolis, MN 55424
612/927-9546

MISSISSIPPI
Dr. Conrad Castle
Mississippi State Department of Education
Gifted Education Programs
P.O. Box 771
Jackson, MS 39205
601/359-3501
Fax 601/359-3667
edcastds@mdek12.state.ms.us

Mississippi Association for Gifted Children
P.O. Box 620
Brandon, MS 39042

MISSOURI
David Welch
Missouri Department of Education
Gifted Education Programs
P.O. Box 480
Jefferson City, MO 65102
314/751-2453

Gifted Association of Missouri
P.O. Box 1495
Jefferson City, MO 65102

MONTANA
Michael Hall, Specialist
Gifted and Talented Education and Instructional Technology
Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406/444-4422
Fax 406/444-1373
mhall@opi.mt.gov

Montana Association of Gifted and Talented
Stephanie Smith
3091 South Daffodil
Billings, MT 59102
406/652-3720

NEBRASKA
Dr. Ellen Russell, Director
High Ability Learner Education
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
402/472-2471

Nebraska Association for Gifted
14930 Parker Plaza
Omaha, NE 68154

NEVADA
Doris B. Betts
Nevada Department of Education
Gifted and Talented Education
700 East Fifth Street, Capitol Complex
Carson City, NV 89710
702/687-3136
Fax 702/687-5660

NEW HAMPSHIRE
Michele Munson
New Hampshire Department of Education
Gifted and Talented Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
603/271-2717
Fax 603/271-1953

New Hampshire Association for Gifted Education (NHAGE)
P.O. Box 1104
Concord, NH 03302

NEW JERSEY
Roberta Carol
New Jersey Department of Education
Gifted and Talented Education
100 Riverview
Trenton, NJ 08625-0500
609/984-6308

New Jersey Association for Gifted Children
http://www.eskimo.com/~user/njagc.html

NEW MEXICO
Roberta Knox
New Mexico Department of Education
Gifted and Talented Education
300 Don Gaspar-Education Building
Santa Fe, NM 87501
505/827-6394

Albuquerque Gifted & Talented
c/o Judy Hudenko
13208 Casa Bonita Drive, N.E.
Albuquerque, NM 87111
505/293-4274

NEW YORK
Mary C. Daley
Gifted Education
Room 981 EBA
New York State Education Department
Albany, NY 12234
518/474-8773

Joyce McDermott, President
AGATE
4790 Burrstone Road
Syracuse, NY 13215

NORTH CAROLINA
Rebecca Garland
Department of Public Instruction
Gifted and Talented Education
301 North Wilmington Street
Raleigh, NC 27601-2825
919/715-1999

North Carolina Association for Gifted/Talented
Parents for the Advancement of Gifted Education
NCAHT/PAGE
P.O. Box 5394
Winston-Salem, NC 27113
704/377-2067

NORTH DAKOTA
Ann Clapper, Director
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VA Association for the Education of
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800/261-5566
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Wisconsin Association for Talented
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TABLE A-2

College-Planning Internet Resources

ELECTRONIC RESOURCES

Electronic resources have come of age. The Internet provides opportunities that have never before been available, and its presence has significantly increased both our vocabulary and approaches to gathering information for the college-planning process. The terms *web site* and *http* have become a familiar part of our lexicon. One can hardly turn on the television or read a newspaper or magazine without coming across the term *home page*. Throughout the United States, schools and public libraries are getting connected.

With a computer, a modem, and Internet access, counselors, educational professionals, parents, and students now have access to a wide variety of electronic college-planning resources. The rapid growth of the Internet brought with it the capability to take a practice SAT online, search for financial aid, and "see" a college without ever leaving home. Most colleges have home pages. Like viewbooks, these homepage views can be misleading. The information has been carefully developed to display the image that a school wants people to see and portray the school in the best possible light. Students and adults must become critical consumers.

The Internet has also increased our capability to find a wealth of up-to-date college-planning resources. The following list of college-planning resources is relatively easy to use and offers several advantages.

Advantages of Internet Use

- Find a variety of ways to begin the college-planning process.
- Select a group of colleges that match your criteria.
- Get college admission office addresses and telephone numbers instantly.
- Get comprehensive information about the colleges you select.
- Send an online application.
- Search for financial aid availability.
- Access college major and career-planning information.
- Chat with other prospective applicants or alumni.

Note. Students should avoid using the Internet for sending last-minute electronic applications because of the risks. For example, a university's server might not be working, or heavy "traffic" might interfere with electronic transmission or even disable a university's server computer.

SAT and ACT Test Preparation

- ACT
  ACT, Inc. is an independent, nonprofit organization that provides educational services to students and their parents, to high schools and colleges, and to professional associations and government agencies. They are best known for their college admissions testing program.
  URL: http://www.act.org/
- The College Board
  The College Board offers substantive information, test-taking tips, and sage advice about both the SAT-I and SAT-II, and others tests as well.
  URL: http://cbweb1.collegeboard.org/sat/html/students/prep000.html
- Educational Testing Service (ETS)
  ETS Net is a gateway to information about college and graduate school admissions and placement tests, with links to AP, GRE, GMAT, LSAT, SAT, The Praxis Series, and TOEFL sites, as well as other educational resources. ETS Net provides sample test questions, test preparation, and test registration. It also contains information on ETS research initiatives, teacher certification, college planning, financial aid, and links to college and university sites.
  URL: http://www.ets.org/
- Princeton Review
  Take an online SAT, check results and analyses of previous SATs, learn test-taking tricks, and much, much more. A career inventory is linked <http://cgi.review.com/birkman/birkman.cfm> to the Princeton Review for students who are thinking in that direction.
  URL: http://www.review.com/college/
- Testprep
  PSAT and SAT Prep, sponsored by Stanford Testing Systems, Inc. When users follow the instructions for taking a prep test, Stanford Testing Systems software will diagnose weak areas and provide specific questions to strengthen scores.
  URL: http://www.testprep.com/index.html

College Planning Internet Sites

(This list is not intended to be comprehensive.)

- College Board Online
  The College Board is a national membership association of schools and colleges whose aim is to facilitate student transition to higher education. They offer information tailored to students, parents, and teachers. Users can register for and practice for SATs. Financial aid information is available.
  URL: http://www.collegeboard.org/
  College Board's new ExPAN is an information and search site where you can use a variety of criteria to find the right college.
  URL: http://www.collegeboard.org/csearch/bin/ch01.cgi
- College Choice Website
  This is a comprehensive college-planning web site hosted by the Graduate School of Education and Information Studies at UCLA. The information is categorized in an easy-to-use format, which makes it an ideal place to start.
  URL: http://www.gseis.ucla.edu/mm/cc/home.html

- CollegeScape
  A source of information about highly selective colleges and universities. This organization charges each college $1,500 when a student uses the online application, so the colleges listed are those that can afford to and want to pay a service fee.
  URL: http://www.collegescape.com/
- College and University Home Pages
  This site is a link to more than 3,000 college and university home pages.
  URL: http://www.gse.ucla.edu/mm/cc/links/schools.html
- The Consumer Information Center in Pueblo, Colorado
  An informative publication, "Preparing Your Child for College," is available through the Internet from the electronic arm of the Government Document Distribution Center in Pueblo, Colorado.
  URL: http://www.pueblo.gsa.gov
- Duke University Talent Identification Program (TIP)
  TIP's college planning pages include a wonderful FAQ titled "Dear Admissions Guru" that answers many common questions and a useful college search engine.
  URL: http://www.jayi.com/
  or http://www.jayi.com/ACG/ques.html
- Go College
  A commercial site that offers SAT practice tests on announced dates. They also offer simple and advanced searching for colleges that match the user's criteria, and, for a fee, other services such as a searchable scholarship database.
  URL: http://www.gocollege.com/
- Kaplan Education Center
  This site, sponsored by Kaplan Test Preparation, provides a great deal of information about starting the college process. PSAT, SAT, and ACT information and sample test questions are available, plus timely information on the college admissions process.
  URL: http://www.kaplan.com/precoll/
- Lycos
  Lycos is an index that lists college home pages by geographic location.
  URL: http://a2z.lycos.com/Education/College_Home_Pages/
- Petersons
  Petersons is one of the most comprehensive college planning sites. They have a search engine that allows the user to type in criteria and search for colleges that match. Financial aid information is included in their extensive offerings.
  URL: http://www.petersons.com/
- Princeton Review
  Offers a search engine that lets you type criteria and then looks for schools that match. They also have a listing of "best" schools.
  URL: http://www.review.com/college/
- The Texas Guaranteed Student Loan Corporation (TGSLC)
  TGSLC makes a great deal of information available to help prospective college students prepare for college. Its information includes career planning and college selection information. The Internet site is titled "Adventures in Education."
  URL: http://www.tgslc.org
- USNews (school rankings by category)
  URL: http://www.usnews.com/usnews/fair/home.htm
  URL: http://www.usnews.com/usnews/fair/RNK_MAIN.HTM
- Yahoo's College Select (information on colleges and the college-planning process)
  One of the large directories of information, Yahoo has an information page on Education and additional pages with information about preparing for college and paying for college. It also provides information about College Honors Programs.
  URL: http://yahoo.com/Education/
  URL: http://www.yahoo.com/Education/Higher_Education/Honors_Programs

Financial Aid

- College Guides and Aid
  A commercial site that offers some free services, some services for a fee, and an online college-planning bookstore with book reviews.
  URL: http://www.collegeguides.com/
- Counseling Resources
  URL: http://www.cybercom.com/~chuck/guide.html#B
- FastWEB
  This commercial site offers an extensive searchable database of sources for financial aid, including work-study, scholarships, fellowships, internships, grants, and loans. Their services are advertised as free.
  URL: http://www.fastweb.com/
  URL: http://web.studentservices.com/fastweb/
- The Financial Aid Information Page
  This site is sponsored by the National Association of Student Financial Aid Administrators and has links to a wide selection of financial aid sources.
  URL: http://www.finaid.org/
  URL: http://www.cs.cmu.edu/afs/cs/user/mkant/Public/FinAid/finaid.html
- The Illinois Student Aid Commission (ISAC)
  ISAC also provides information about preparing and paying for college.
  URL: http://www.isac1.org
- The Student Loan Marketing Association (Sallie Mae)
  Sallie Mae is a provider of financial services and operational support for higher education. Use the address below to access information offered by Sallie Mae on planning for college.
  URL: http://www.salliemae.com
- U.S. Department of Education Office of Postsecondary Education
  Offers a student's guide and other useful information.
  URL: http://www.ed.gov/offices/OPE/index.html
  URL: http://www.ed.gov/prog_info/SFA/StudentGuide
- US News Online
  URL: http://www.usnews.com/usnews/edu/?/home.htm

Other Useful and Interesting College-Planning Sites

- Distance Education Clearinghouse
  http://www.uwex.edu/disted/home.html
- A Comprehensive List of Distance Learning Sites
  http://talon.extramural.uiuc.edu/ramage/disted.html
- CampusTours
  A guide to virtual tours at colleges and universities around the nation.
  URL: http://www.campustours.com/
- Chuck Eby's Counseling Resources
  The owner of this site provides a long list of links to college planning sites categorized into Preparation, College Search and Information, College Information, and Special (e.g., historically black colleges and Business Trade & Technical Vocational Schools). Users will also find sources for study skills, financial aid information, career information, and resources for counselors and parents. The information has been kept up to date and is easy to use.
  URL: http://www.cybercom.com/~chuck/college.html
- Counselor-O-Matic
  This service helps students select a range of appropriate schools: some that are "long shots," some that match the student's credentials, and some that are likely to be "safety schools."
  URL: http://review.com/time/counseloromatic/index.html
- Digital Campus
  Link Magazine's Digital Campus offers plenty of articles, links, and services relevant to U.S. college students.
  URL: http://www.linkmag.com/
- The National Association of Secondary School Principals
  Download the common application.
  URL: http://www.nassp.org/services/commapp.htm
- Princeton Review
  RemindORama—a virtual nag! Register with this service and they will send you e-mail messages reminding you of critical college-planning dates.
  URL: http://cgi.review.com/remind/

WWW Search Engines and Directories

World Wide Web search engines are used to search the Internet for information. They vary from one another; be sure to read the suggestions for searching that are available at each site.

- AltaVista—http://www.altavista.digital.com/
- Dogpile—http://www.dogpile.com
- Excite—http://www.excite.com
- Lycos—http://www.lycos.com/
- Magellan—http://www.mckinley.com/
- Snap Online—http://home.snap.com/
- Webcrawler—http://WWW.WebCrawler.com
- Yahoo—a searchable directory—http://www.yahoo.com/
- And more . . . a variety of others can be seen at http://cuiwww.unige.ch/meta-index.html
  or http://infopeople.berkeley.edu:8000/src/srctools.html

The URLs were accurate and working when last checked. The Internet is a dynamic place, and changes take place rapidly and without warning. If you receive a message indicating that a URL cannot be found on the server, the server might not be accepting connections or the URL might have changed. Try again later or truncate the URL to reach the site's home page. Truncating the URL means deleting the final portions of the address, leaving only the main part, or domain name. For example, the domain name for the College Board is <www.collegeboard.org.>

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Appendix 5
The Common Application

Source: National Association of Secondary School Principals (NASSP). Used with permission.

Adelphi • Agnes Scott • Albertson • Albion • Albright • Alfred • Allegheny • American • Amherst • Antioch • Babson • Bard • Barnard • Bates • Beaver • Beloit • Bennington • Bentley • Boston University Bowdoin • Brandeis • Bryn Mawr • Bucknell • Butler • Carleton • Case Western Reserve • Centenary • Centre • Claremont McKenna • Clark University • Coe • Colby • Colby-Sawyer • Colgate Colorado College • Connecticut College • Cornell College • University of Dallas • Dartmouth • Davidson • Denison • University of Denver • DePauw • Dickinson • Drew • Duke • Earlham • Eckerd Elizabethtown • Elmira • Emory • Eugene Lang • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • George Washington • Gettysburg • Goucher • Grinnell • Guilford • Gustavus Adolphus Hamilton • Hampden-Sydney • Hampshire • Hanover Hartwick • Harvard-Radcliffe • Harvey Mudd • Haverford Hendrix • Hiram • Hobart & William Smith • Hofstra Hollins • Holy Cross • Hood • Ithaca • Johns Hopkins • Juniata Kalamazoo • Kenyon • Knox • Lafayette • Lake Forest Lawrence • Lehigh • LeMoyne • Lewis & Clark Linfield • Loyola College • Lynchburg • Macalester Manhattan • Manhattanville • Marietta • Marquette University of Miami • Middlebury • Mills • Millsaps Moravian • Morehouse • Mount Holyoke • Muhlenberg New York University • Oberlin • Occidental • Ohio Wesleyan University of the Pacific • Pitzer • Pomona University of Portland • Puget Sound • Randolph-Macon • Randolph-Macon Woman's • Redlands • Reed • Regis College • Regis University • Rensselaer • Rhodes • Rice • University of Richmond • Ripon Rochester Institute of Technology • University of Rochester • Rollins • St. Benedict & St. John's • St. Joseph's University • St. Lawrence • St. Olaf • Salem • Santa Clara • Sarah Lawrence • Scripps Seattle University • Simmons • Skidmore • Smith • University of the South • Southern Methodist • Southwestern • Spelman • Stetson • Stonehill • Suffolk • Susquehanna • Swarthmore • Syracuse TCU • Trinity College • Trinity University • Tufts • Tulane • Tulsa • Union • Ursinus • Valparaiso • Vanderbilt • Vassar • Wabash • Wagner • Wake Forest • Washington College • Washington University Washington & Lee • Wellesley • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Whittier • Widener • Willamette • Williams • Wittenberg • Wooster • Worcester Polytechnic

COMMON APPLICATION©

The Common Application is available on computer disk from the National Association of Secondary School Principals or can be downloaded from NASSP's Web site (http://www.nassp.org).

WHY A COMMON APPLICATION?

The colleges and universities listed above have worked together to develop and distribute the Common Application. Many of the colleges use the Common Application exclusively. ***Members encourage its use and all give equal consideration to the Common Application and the college's own form.***

Extensive experience with this form over a period of several years has demonstrated its advantages to both students and counselors. The "Application for Undergraduate Admission" must be completed only once; photocopies may then be sent to any number of participating colleges. The same is true of the "School Report" and "Teacher Evaluation" portions. This procedure simplifies the college application process by saving time and eliminating unnecessary duplication of effort.

APPLICANTS:

Steps for completion of Common Application:

1. Please fill out the application for undergraduate admission that accompanies this instruction sheet.
2. Have it photocopied for each listed college to which you are applying.
3. Mail it, along with the appropriate fee, to the office of admissions of each of the colleges you have chosen. Application fees and deadlines for each participating college are listed.
4. ***If you are applying to one of the colleges as an Early Action or Early Decision Candidate, check with that college for their policy and deadline, and notify the college of your intent by attaching a letter to your application. You must also inform your counselor.***
5. Check in the box to the left of each college to which you are applying and give the sheet(s), along with the School Report, to your guidance counselor. He or she needs this list in order to send school reports for you to the colleges. Your school may charge a small fee to cover photocopying, processing, and/or postage.
6. If any college to which you are applying requests a Teacher Evaluation, ask a teacher to complete that form as instructed and to mail a copy to the appropriate college(s). **If the college requires two teacher recommendations, be sure to first photocopy the Teacher Evaluation form and give one to each teacher to complete.**
7. A few of the colleges want additional writing samples. If you are applying to one of those, you may photocopy a paper that was submitted as a regular school assignment. The photocopy(ies) should contain the teacher comments and grade. You may also submit additional material, such as tapes of musical performances, photographs of art work, reports of scientific projects, etc.
8. **Upon receipt of your application some colleges will request supplementary material. Complete this material according to their instructions and return as rapidly as possible.** Some will give you a deadline date. Note this date is often different (usually later) than the application deadline.
9. Be sure that your counselor forwards to colleges to which you have applied transcripts covering your grades through the first trimester or semester of senior year.
10. *If you are using the Common Application computer disk, check specific college policy on accepting disk or printout. Each college's requirements are noted in italics at the end of its admissions information. Software versions available are Macintosh (MAC) and Windows for PCs (WIN). Student options are (a) submit printout only; (b) submit disk only; (c) submit either printout or disk; or (d) printout required with disk.*

COUNSELORS:

When a student returns this form to you, complete a school report for him or her and photocopy the report for each of the colleges the student has checked. Then mail to each of those colleges a copy of the school report with the Secondary School Record or a legible copy of the "Transcript" form used in your school. If available, please enclose copies of the School Profile and "Transcript" legend.

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Adelphi • Agnes Scott • Albertson • Albion • Albright • Alfred • Allegheny • American • Amherst • Antioch • Babson • Bard • Barnard • Bates • Beaver • Beloit • Bennington • Bentley • Boston University Bowdoin • Brandeis • Bryn Mawr • Bucknell • Butler • Carleton • Case Western Reserve • Centenary • Centre • Claremont McKenna • Clark University • Coe • Colby • Colby-Sawyer • Colgate Colorado College • Connecticut College • Cornell College • University of Dallas • Dartmouth • Davidson • Denison • University of Denver • DePauw • Dickinson • Drew • Duke • Earlham • Eckerd Elizabethtown • Elmira • Emory • Eugene Lang • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • George Washington • Gettysburg • Goucher • Grinnell • Guilford • Gustavus Adolphus Hamilton • Hampden-Sydney • Hampshire • Hanover Hartwick • Harvard-Radcliffe • Harvey Mudd • Haverford Hendrix • Hiram • Hobart & William Smith • Hofstra Hollins • Holy Cross • Hood • Ithaca • Johns Hopkins • Juniata Kalamazoo • Kenyon • Knox • Lafayette • Lake Forest Lawrence • Lehigh • LeMoyne • Lewis & Clark Linfield • Loyola College • Lynchburg • Macalester Manhattan • Manhattanville • Marietta • Marquette University of Miami • Middlebury • Mills • Millsaps Moravian • Morehouse • Mount Holyoke • Muhlenberg New York University • Oberlin • Occidental • Ohio Wesleyan University of the Pacific • Pitzer • Pomona University of Portland • Puget Sound • Randolph-Macon • Randolph-Macon Woman's • Redlands • Reed • Regis College • Regis University • Rensselaer • Rhodes • Rice • University of Richmond • Ripon Rochester Institute of Technology • University of Rochester • Rollins • St. Benedict & St. John's • St. Joseph's University • St. Lawrence • St. Olaf • Salem • Santa Clara • Sarah Lawrence • Scripps Seattle University • Simmons • Skidmore • Smith • University of the South • Southern Methodist • Southwestern • Spelman • Stetson • Stonehill • Suffolk • Susquehanna • Swarthmore • Syracuse TCU • Trinity College • Trinity University • Tufts • Tulane • Tulsa • Union • Ursinus • Valparaiso • Vanderbilt • Vassar • Wabash • Wagner • Wake Forest • Washington College • Washington University Washington & Lee • Wellesley • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Whittier • Widener • Willamette • Williams • Wittenberg • Wooster • Worcester Polytechnic

COMMON APPLICATION©

APPLICATION FOR UNDERGRADUATE ADMISSION

The colleges and universities listed above encourage the use of this application. No distinction will be made between it and the college's own form. The accompanying instructions tell you how to complete, copy, and file your application with any one or several of the colleges. Please type or print in black ink.

PERSONAL DATA

Legal name: _____ _____
Last/Family *First* *Middle (complete)* *Jr., etc.* *Sex*

Prefer to be called: _____ (nickname) Former last name(s) if any: _____

Are you applying as a ☐ freshman or ☐ transfer student? For the term beginning: _____

Permanent home address: _____
Number and Street

_____
City or Town *County* *State* *Zip Code + 4*

If different from the above, please give your mailing address for all admission correspondence:

Mailing address: _____
Number and Street

_____ Use until: _____
City or Town *State* *Zip Code + 4* *Date*

Phone at mailing address: (_____) _____ Permanent home phone: (_____) _____
Area Code *Number* *Area Code* *Number*

E-mail address: _____

Birthdate: _____ Citizenship: ☐ U.S./dual U.S. citizen. If dual, specify other citizenship: _____

☐ U.S. Permanent Resident visa. Citizen of _____. ☐ Other citizenship: _____ / _____
Country *Visa Type*

If you are not a U.S. citizen and live in the United States, how long have you been in the country? _____

Possible area(s) of academic concentration/major: _____ or undecided ☐

Special college or division if applicable: _____

Possible career or professional plans: _____ or undecided ☐

Will you be a candidate for financial aid? ☐ Yes ☐ No If yes, the appropriate form(s) was/will be filed on: _____

The following items are optional: Social Security number, if any: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Place of birth: _____ Marital status: _____
City *State* *Country*

First language, if other than English: _____ Language spoken at home: _____

If you wish to be identified with a particular ethnic group, please check the following:

☐ African American, Black
☐ American Indian, Alaskan Native (tribal affiliation _____ enrolled _____)
☐ Asian American (country of family's origin _____)
☐ Asia (Indian Subcontinent) (country _____)
☐ Hispanic, Latino (country _____)
☐ Mexican American, Chicano
☐ Native Hawaiian, Pacific Islander
☐ Puerto Rican
☐ White or Caucasian
☐ Other (Specify _____)

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EDUCATIONAL DATA

School you attend now: _____ Date of entry: _____

Address: _____ ACT/CEEB code number: _____
City or Town *State* *Zip Code + 4*

Date of secondary graduation: _____ Is your school public? _____ private? _____ parochial? _____

College counselor: Name: _____ Position: _____

School phone: (_____) _____ School FAX: (_____) _____
Area Code *Number* *Area Code* *Number*

List all other secondary schools, including summer schools and programs you have attended beginning with ninth grade.

Name of School	Location (City, State, Zip)	Dates Attended

List all colleges at which you have taken courses for credit and list names of courses taken and grades earned on a separate sheet. Please have an official transcript sent from each institution as soon as possible.

Name of College	Location (City, State, Zip)	Degree Candidate?	Dates Attended

If not currently attending school, please check here: ☐ Describe in detail, on a separate sheet, your activities since last enrolled.

TEST INFORMATION. Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.

SAT I (or SAT)

Date Taken/ To Be Taken	Verbal Score	Math Score	Date	Verbal Score	Math Score

SAT II Subject Tests (or Achievements)

Date	Subject	Score	Date	Subject	Score	Date	Subject	Score

ACT

Date Taken/ To Be Taken	English Score	Math Score	Reading Score	Science Score	Composite Score

Test of English as a Foreign Language (TOEFL)

Date Taken/ To Be Taken	Score

FAMILY

Mother's full name: _____ Father's full name: _____

Is she living? _____ Is he living? _____

Home address if different from yours: Home address if different from yours:

Street: _____ Street: _____

City: _____ State: _____ Zip: _____ City: _____ State: _____ Zip: _____

Occupation: _____ Occupation: _____
(Describe briefly) *(Describe briefly)*

Name of business or organization: _____ Name of business or organization: _____

College (if any): _____ College (if any): _____

Degree: _____ Year: _____ Degree: _____ Year: _____

Professional or graduate school (if any): _____ Professional or graduate school (if any): _____

Degree: _____ Year: _____ Degree: _____ Year: _____

If not with both parents, with whom do you make your permanent home? _____

Please check if parents are ☐ married ☐ separated ☐ divorced (date_____) ☐ other _____

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates: _____

ACADEMIC HONORS

Briefly describe any scholastic distinctions or honors you have won beginning with ninth grade:

EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES (including summer)

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check (✓) in the right column those activities you hope to pursue in college. **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Activity	Grade level or post-secondary (p.s.)					Approximate time spent		Positions held, honors won, or letters earned	Do you plan to participate in college?
	9	10	11	12	PS	Hours per week	Weeks per year		

WORK EXPERIENCE

List any job (including summer employment) you have held during the past three years.

Specific nature of work	Employer	Approximate dates of employment	Approximate no. of hours spent per week

In the space provided below, or on a separate sheet if necessary, please describe which of these activities (extracurricular and personal activities or work experience) has had the most meaning for you, and why.

PERSONAL STATEMENT

This personal statement helps us become acquainted with you as an individual in ways different from courses, grades, test scores, and other objective data. Please write an essay (250–500 words) on a topic of your choice or on one of the options listed below. You may attach your essay on separate sheets (same size, please).

1) Evaluate a significant experience or achievement that has special meaning to you.

2) Discuss some issue of personal, local, national, or international concern and its importance to you.

3) Indicate a person who has had a significant influence on you, and describe that influence.

I understand that: (1) it is my responsibility to report any changes in my schedule to the colleges to which I am applying, and (2) *if I am an Early Action or Early Decision Candidate, that I must attach a letter with this application notifying that college of my intent.*

My signature below indicates that all information in my application is complete, factually correct, and honestly presented.

Signature _____ Date _____

These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

Adelphi • Agnes Scott • Albertson • Albion • Albright • Alfred • Allegheny • American • Amherst • Antioch • Babson • Bard • Barnard • Bates • Beaver • Beloit • Bennington • Bentley • Boston University Bowdoin • Brandeis • Bryn Mawr • Bucknell • Butler • Carleton • Case Western Reserve • Centenary • Centre • Claremont McKenna • Clark University • Coe • Colby • Colby-Sawyer • Colgate Colorado College • Connecticut College • Cornell College • University of Dallas • Dartmouth • Davidson • Denison • University of Denver • DePauw • Dickinson • Drew • Duke • Earlham • Eckerd Elizabethtown • Elmira • Emory • Eugene Lang • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • George Washington • Gettysburg • Goucher • Grinnell • Guilford • Gustavus Adolphus Hamilton • Hampden-Sydney • Hampshire • Hanover Hartwick • Harvard-Radcliffe • Harvey Mudd • Haverford Hendrix • Hiram • Hobart & William Smith • Hofstra Hollins • Holy Cross • Hood • Ithaca • Johns Hopkins • Juniata Kalamazoo • Kenyon • Knox • Lafayette • Lake Forest Lawrence • Lehigh • LeMoyne • Lewis & Clark Linfield • Loyola College • Lynchburg • Macalester Manhattan • Manhattanville • Marietta • Marquette University of Miami • Middlebury • Mills • Millsaps Moravian • Morehouse • Mount Holyoke • Muhlenberg New York University • Oberlin • Occidental • Ohio Wesleyan University of the Pacific • Pitzer • Pomona University of Portland • Puget Sound • Randolph-Macon • Randolph-Macon Woman's • Redlands • Reed • Regis College • Regis University • Rensselaer • Rhodes • Rice • University of Richmond • Ripon Rochester Institute of Technology • University of Rochester • Rollins • St. Benedict & St. John's • St. Joseph's University • St. Lawrence • St. Olaf • Salem • Santa Clara • Sarah Lawrence • Scripps Seattle University • Simmons • Skidmore • Smith • University of the South • Southern Methodist • Southwestern • Spelman • Stetson • Stonehill • Suffolk • Susquehanna • Swarthmore • Syracuse TCU • Trinity College • Trinity University • Tufts • Tulane • Tulsa • Union • Ursinus • Valparaiso • Vanderbilt • Vassar • Wabash • Wagner • Wake Forest • Washington College • Washington University Washington & Lee • Wellesley • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Whittier • Widener • Willamette • Williams • Wittenberg • Wooster • Worcester Polytechnic

SCHOOL REPORT

SECONDARY SCHOOL COUNSELOR EVALUATION

The colleges and universities listed above encourage the use of this form. No distinction will be made between it and the college's own form. The accompanying instructions tell you how to complete, copy, and file your application with any one or several of the colleges. Please type or print in black ink.

TO THE APPLICANT:

After filling in the information below, give this form to your college counselor. Social Security No.: _____ *(Optional)*

Student name: _____
Last/Family *First* *Middle (complete)* *Jr. etc.*

Address: _____
Street *City or Town* *State* *Zip Code + 4*

Current year courses—please indicate title and level of all courses you are taking this year.

First Semester: Second Semester:

Please detach along perforation

TO THE SECONDARY SCHOOL COLLEGE COUNSELOR:

After filling in the blanks below, use both sides of this form to describe the applicant. H.S. graduation date: _____

This candidate ranks _____ in a class of _____ students and has a cumulative grade point average of _____ on a _____ scale.

The rank covers a period from _____ *(mo./yr.)* to _____ *(mo./yr.)*. If a precise rank is not available, please indicate rank to the nearest tenth from the top. The rank is weighted _____ unweighted _____. How many students share this rank? _____

Percentage of graduating class attending: Four-year: _____ Two-year: _____ institutions.

In comparison to other college preparatory students *at our school*, the applicant's course selection is:

☐ most demanding ☐ very demanding ☐ demanding ☐ average ☐ less than demanding.

Counselor's name (please print or type): _____ _____
Signature

Position: _____ School: _____

School address: _____ Date: _____

Office phone: (_____) _____ Office FAX: (_____) _____
Area Code *Number* *Area Code* *Number*

High School CEEB/ACT Code: ____ ____ ____ ____ ____ ____

Please Note: Attach applicant's official transcript, including courses in progress. Include, if available, a school profile and transcript legend. (Please check transcript copies for readability.)

(See reverse side) **SR-1**

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Please feel free to write whatever you think is important about this student, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual promise, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, and enthusiasm. We welcome information that will help us to differentiate this student from others.

How long have you known the applicant, and in what context? _____

What are the first words that come to your mind to describe the applicant? _____

_____

Ratings (optional):

Compared to other students in his or her entire secondary school class, how do you rate this student in terms of:

No basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	One of the top few encountered in my career
	Academic Achievement						
	Extracurricular Accomplishments						
	Personal Qualities and Character						
	Creativity						

I recommend this student: ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Enthusiastically

CONFIDENTIALITY:

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are denied admission, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

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Adelphi • Agnes Scott • Allerton • Albion • Albright • Alfred • Allegheny • American • Amherst • Antioch • Babson • Bard • Barnard • Bates • Beaver • Beloit • Bennington • Bentley • Boston University Bowdoin • Brandeis • Bryn Mawr • Bucknell • Butler • Carleton • Case Western Reserve • Centenary • Centre • Claremont McKenna • Clark University • Coe • Colby • Colby-Sawyer • Colgate Colorado College • Connecticut College • Cornell College • University of Dallas • Dartmouth • Davidson • Denison • University of Denver • DePauw • Dickinson • Drew • Duke • Earlham • Eckerd Elizabethtown • Elmira • Emory • Eugene Lang • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • George Washington • Gettysburg • Goucher • Grinnell • Guilford • Gustavus Adolphus Hamilton • Hampden-Sydney • Hampshire • Hanover Hartwick • Harvard-Radcliffe • Harvey Mudd • Haverford Hendrix • Hiram • Hobart & William Smith • Hofstra Hollins • Holy Cross • Hood • Ithaca • Johns Hopkins • Juniata Kalamazoo • Kenyon • Knox • Lafayette • Lake Forest Lawrence • Lehigh • LeMoyne • Lewis & Clark Linfield • Loyola College • Lynchburg • Macalester Manhattan • Manhattanville • Marietta • Marquette University of Miami • Middlebury • Mills • Millsaps Moravian • Morehouse • Mount Holyoke • Muhlenberg New York University • Oberlin • Occidental • Ohio Wesleyan University of the Pacific • Pitzer • Pomona University of Portland • Puget Sound • Randolph-Macon • Randolph-Macon Woman's • Redlands • Reed • Regis College • Regis University • Rensselaer • Rhodes • Rice • University of Richmond • Ripon Rochester Institute of Technology • University of Rochester • Rollins • St. Benedict & St. John's • St. Joseph's University • St. Lawrence • St. Olaf • Salem • Santa Clara • Sarah Lawrence • Scripps Seattle University • Simmons • Skidmore • Smith • University of the South • Southern Methodist • Southwestern • Spelman • Stetson • Stonehill • Suffolk • Susquehanna • Swarthmore • Syracuse TCU • Trinity College • Trinity University • Tufts • Tulane • Tulsa • Union • Ursinus • Valparaiso • Vanderbilt • Vassar • Wabash • Wagner • Wake Forest • Washington College • Washington University Washington & Lee • Wellesley • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Whittier • Widener • Willamette • Williams • Wittenberg • Wooster • Worcester Polytechnic

TEACHER EVALUATION

The colleges and universities listed above encourage the use of this form. No distinction will be made between it and the college's own form. The accompanying instructions tell you how to complete, copy, and file your application with any one or several of the colleges. Please type or print in black ink.

STUDENT:

Fill in the information below and give this form and a stamped envelope, addressed to each college to which you are applying that requests a Teacher Evaluation, to a teacher who has taught you an academic subject.

Student name: _____
Last/Family *First* *Middle (complete)*

Address: _____

TEACHER:

The Common Application group of colleges finds candid evaluations helpful in choosing from among highly qualified candidates. We are primarily interested in whatever you think is important about the applicant's academic and personal qualifications for college. Please submit your references promptly. A photocopy of this reference form, or another reference you may have prepared on behalf of this student is acceptable. You are encouraged to keep the original of this form in your private files for use should the student need additional recommendations. We are grateful for your assistance.

Please detach along perforation

CONFIDENTIALITY:

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are denied admission, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

Please return a photocopy of this sheet to the appropriate admissions office(s) in the envelope(s) provided you by this student.

Teacher's Name (please print or type): _____ Position: _____

Secondary School: _____

School Address: _____
Street *City or Town* *State* *Zip Code + 4*

BACKGROUND INFORMATION

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

_____

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th) and the level of course difficulty (AP, accelerated, honors, I.B., elective, etc.).

_____

_____

(See reverse side) **TE-1**

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EVALUATION

Please feel free to write whatever you think is important about this student, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual promise, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, and enthusiasm. We welcome information that will help us to differentiate this student from others.

RATINGS

Compared to other students in his or her entire secondary school class, how do you rate this student in terms of:

No basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	One of the top few encountered in my career
	Creative, original thought						
	Motivation						
	Self-Confidence						
	Independence, initiative						
	Intellectual ability						
	Academic achievement						
	Written expression of ideas						
	Effective class discussion						
	Disciplined work habits						
	Potential for growth						

Signature _____ Date _____

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THE 1997–98 COMMON APPLICATION

Applicant: Check in the box to the left of each college to which you are applying and give the sheet(s) along with the School Report to your guidance counselor. He or she needs this list in order to send school reports for you to the colleges.

Key for deadline categories: ED=Early Decision; EA=Early Action; Reg=Regular Decision

☐ ADELPHI UNIVERSITY, GARDEN CITY, NY 11530. Coed. $35. Rolling admissions & notification. Requires SAT I or ACT, counselor recom, essay. TOEFL required if English is not your native language. Interview & campus visit strongly recommended. Requires portfolio for art; audition for music, dance & theater. Interview required for Honors College. Students w/Learning Disabilities program, joint degree programs in optometry & dentistry. Phone: 516-877-3050, 800-ADELPHI; fax: 516-877-3039; e-mail: admissions@adelphi.edu *[Printout only.]*

☐ AGNES SCOTT COLLEGE, ATLANTA/DECATUR, GA 30030. Women. $35. Deadlines: ED 11/15, notif 12/15; scholarship 1/15, notif 1/25; Reg 3/1, notif mid-Mar. Requires SAT I &/or ACT, counselor & teacher recom, 1st quarter grades (ED), mid-sr. grades (scholarship & reg decision). TOEFL required if English is not your native language. Interview & campus visit strongly recommended. Financial aid candidates must file FAFSA & institutional form by 2/15. Phone: 800-868-8602; fax: 404-638-6414; e-mail: admission@agnesscott.edu; URL: www.agnesscott.edu *[Printout only.]*

☐ ALBERTSON COLLEGE OF IDAHO, CALDWELL, ID 83605. Coed. $25. Deadlines: Priority 2/15, rolling notif after 3/1; freshman applicants 6/1; transfers 8/1. Requires SAT I or ACT, counselor or teacher recom. Financial aid candidates must file FAFSA & institutional form. Phone: 800-224-3246; fax: 208-454-2077; e-mail: admissio@acofi.edu; URL: www.acofi.edu *[Printout only.]*

☐ ALBION COLLEGE, ALBION, MI 49224. Coed. $20. Deadlines: ED 12/1, notif 12/15; Reg 4/1, rolling notif. Requires ACT or SAT I, 1 recommendation. Phone: 800-858-6770; fax: 517-629-0569; e-mail: admissions@albion.edu; URL: www.albion.edu/ *[Printout required w/disk (WIN).]*

☐ ALBRIGHT COLLEGE, READING, PA 19612-5234. Coed. $25. Deadlines: EA 11/15, notif 12/15; Reg 2/15 recommended, rolling notif. Requires SAT I or ACT, counselor & teacher recom, essay. Interview & campus visit recommended. Financial aid candidates must file FAFSA and CSS Profile (or institutional form). Phone: 800-252-1856; fax: 610-921-7294; e-mail: albright@joe.alb.edu *[Printout only.]*

☐ ALFRED UNIVERSITY, ALFRED, NY 14802. Coed. $40. Deadlines: ED 12/1, notif 12/15; Reg 2/1, notif mid-Mar. (reply by 5/1). Requires SAT I or ACT, essay, counselor or teacher recom. SAT II (writing) highly recommended for placement purposes. Applicants to School of Art & Design must submit portfolio by 2/15. Campus visit strongly encouraged. Phone: 800-541-9229; fax: 607-871-2198; e-mail: admssn@bigvax.alfred.edu *[Printout required w/disk (WIN).]*

☐ ALLEGHENY COLLEGE, MEADVILLE, PA 16335. Coed. $30. Deadlines: ED 1/13, rolling notif; Reg 2/15, notif 4/1. Requires SAT I or ACT, mid-sr. grades, counselor & recent teacher recom. SAT II recommended. **Supplement** optional. Phone: 800-521-5293; fax 814-337-0431. *[Printout or disk (WIN).]*

☐ AMERICAN UNIVERSITY, WASHINGTON, DC 20016-8001. Coed. $45. Deadlines: ED 11/15, notif 12/31; Reg 2/1, notif 4/1. Requires SAT I or ACT, 2 recommendations, essay. SAT II (math & writing) recommended. Mid-sr. grades may be required. E-mail: afa@american.edu *[Printout only.]*

☐ AMHERST COLLEGE, AMHERST, MA 01002-5000. Coed. $55. Deadlines: ED (binding) 11/15, notif mid-Dec.; Reg 12/31, notif early Apr. Requires **supplement** (due w/app; available on Amherst website or by mail); SAT I or ACT, & 3 SAT II; 2 teacher recom. Financial aid candidates must file FAFSA, CSS Profile & institutional form. Phone: 413-542-2328; e-mail: admissions@amherst.edu; URL: www.amherst.edu *[Printout only.]*

☐ ANTIOCH COLLEGE, YELLOW SPRINGS, OH 45387. Coed. $35. Deadlines: ED 11/15, notif 12/15; Reg 2/1 (recommended), rolling notif. Requires **supplement**, 2 essays, 2 recommendations. SAT I or ACT optional but strongly recommended. Mid-sr. grades may be required. Interview & campus visit strongly recommended. Phone: 937-767-6400, 800-543-9436; fax: 937-767-6473; e-mail: admissions@antioch-college.edu *[Printout only.]*

☐ BABSON COLLEGE, BABSON PARK, MA 02157-0310. Coed. $50 U.S. citizens/permanent residents ($100 for non-U.S. citizens/mailing addresses). Deadlines: ED 12/1, notif 1/1; EA 12/1, notif 1/1; Reg 2/1, notif 4/1; Jan. admis 11/1, notif 12/1. Requires SAT I or ACT, 2 SAT II (writing & math I or IIC), essay, 1 recommendation. Interview strongly recommended; campus visit encouraged. Phone: 617-239-5522, 800-488-3696; fax: 617-239-4006; e-mail: ugradadmission@babson.edu *[Printout only.]*

☐ BARD COLLEGE, ANNANDALE-ON-HUDSON, NY 12504. Coed. $40. Deadlines: EA 12/1, notif 2/1; Reg 1/31, notif 4/1. Requires counselor & 2 teacher recom, add'l essay, mid-sr. grades. SAT I or ACT optional. Interview strongly recommended. Immediate Decision Plan offers same-day notification through specially scheduled 1-day admission programs. Phone: 914-758-7472; fax: 914-758-5208; e-mail: admissions@bard.edu *[Printout only.]*

☐ BARNARD COLLEGE, NEW YORK, NY 10027. Women. $45. Deadlines: ED 11/15 (notif 12/15) & 12/15 (notif 1/15); Reg 1/15, notif 4/1. Requires ACT or SAT I & 3 SAT II (incl. writing or literature), counselor & 2 teacher recom, mid-sr. grades. Financial aid candidates must file FAFSA, CSS Profile & institutional form. Phone: 212-854-2014; fax: 212-854-6220; e-mail: admissions@barnard.columbia.edu *[Printout only.]*

☐ BATES COLLEGE, LEWISTON, ME 04240. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 1/24); Reg 1/15, notif early Apr.; Jan. admission 11/1, notif 12/13. Requires counselor, teacher & personal recom; mid-sr. grades. Interview & add'l writing sample strongly recommended. Standardized test scores optional. Inform us if you do not want SAT I, SAT II, or ACT scores considered; otherwise we assume you will submit your scores. Phone: 207-786-6000; fax: 207-786-6025; e-mail: admissions@bates.edu *[Printout only.]*

☐ BEAVER COLLEGE, GLENSIDE, PA 19038-3295. Coed. $30. Deadlines: ED 10/15, notif 12/1 (reply by 2/1); Reg 3/1 (recommended), rolling notif. Requires SAT I or ACT, counselor & 1 teacher recom for freshman applicants; portfolio (fine arts majors). Elaboration on academic honors, extracurricular & personal activities strongly recommended for award & scholarship consideration. Campus interview strongly recommended. Phone: 215-572-2910, 888-BEAVER-3; fax: 215-572-4049; e-mail: admiss@beaver.edu *[Printout required w/disk (prefer WIN; will accept MAC).]MAC/WIN).]*

☐ BELOIT COLLEGE, BELOIT, WI 53511. Coed. $25. Deadlines: ED 12/1, notif 12/15; Reg 2/15, rolling notif. Requires SAT I or ACT, essay, recommendation. Interview required in some cases, optional for most candidates. Mid-sr. grades may be required. Phone: 800-356-0751; fax: 608-363-2075; e-mail: admiss@beloit.edu *[Printout or disk (WIN).]*

☐ BENNINGTON COLLEGE, BENNINGTON, VT 05201. Coed. $45. Deadlines: ED 12/1, notif 1/1; Reg 2/1, notif early Apr. Requires **supplement**; SAT I or ACT; counselor & 2 teacher recom; on-campus, phone or alumni interview. Phone: 802-442-5401(x-255), 800-833-6845; fax: 802-442-6164; e-mail: admissions@bennington.edu *[Printout only.]*

☐ BENTLEY COLLEGE, WALTHAM, MA 02154. Coed. $35 U.S. citizens/permanent residents ($45 for applicants outside U.S/U.S. territories). Deadlines: ED 12/1, notif 12/27; EA 12/1, notif 1/25; Reg 2/15, notif 4/1; Jan. admis 11/15, notif 12/15. Freshmen: requires essay, counselor & teacher recom for applicants in U.S., 2 teacher (math & English) recom for overseas applicants, grades from most recent/current year. Requires SAT or ACT. TOEFL required if English is not your native language. Interview strongly recommended; campus visit encouraged. Phone: 617-891-2244, 800-523-2354; fax: 617-891-3414. *[Printout only.]*

☐ BOSTON UNIVERSITY, BOSTON, MA 02215. Coed. $50. Deadlines: ED 11/1, notif 12/31; Reg 1/15, notif 4/15. Requires **supplement** (sent to applicant upon receipt of CA), SAT I or ACT, SAT II (for accelerated programs), counselor & teacher recom. Add'l requirements may vary by program; consult BU viewbook. Phone: 617-353-2300; fax: 617-353-9695; e-mail: admissions@bu.edu *[Printout or disk (WIN).]*

☐ BOWDOIN COLLEGE, BRUNSWICK, ME 04011-8441. Coed. $55. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/15); Reg 1/1, notif early Apr. Requires **supplement** (brief essay), counselor & 2 teacher recom, mid-sr. grades. Standardized test scores optional. Recommends personal interview by 1/1. Special **supplements** for transfer & international candidates. Financial aid candidates must file CSS Profile by 2/15. Phone: 207-725-3100; fax: 207-725-3101; e-mail: admissions-lit@polar.bowdoin.edu *[Printout only.]*

☐ BRANDEIS UNIVERSITY, WALTHAM, MA 02254. Coed. $50. Deadlines: ED 1/1, notif within 4 weeks of completing app; Reg 2/1, notif 4/1. Requires ACT or SAT I & 3 SAT II, teacher recom, mid-sr. grades. Phone: 781-736-3500, 800-622-0622; fax: 781-736-3536. *[Printout only.]*

☐ BRYN MAWR COLLEGE, BRYN MAWR, PA 19010. Women. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/15, notif early Apr. Requires **supplement**, ACT or SAT I & 3 SAT II, counselor & 2 teacher recom. Personal interview strongly recommended. Phone: 610-526-5152, 800-BMC-1885; fax: 610-526-7471; e-mail: admissions@brynmawr.edu; URL: www.brynmawr.edu *[Printout only.]*

☐ BUCKNELL UNIVERSITY, LEWISBURG, PA 17837. Coed. $45. Deadlines: ED 12/1, notif 12/20; Reg 1/1, notif 4/1. Requires **supplement** by 1/15, SAT I or ACT, teacher recom, mid-sr. grades by 2/15. Personal interview strongly recommended. Phone: 717-524-1101; fax: 717-524-3760; e-mail: admissions@bucknell.edu; URL: www.bucknell.edu/ *[Printout only.]*

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☐ BUTLER UNIVERSITY, INDIANAPOLIS, IN 46208-3485. Coed. $25. Deadlines: EA 11/1 & 2/1, rolling notif; academic scholarship priority date 2/1. Requires SAT I or ACT, counselor recom. TOEFL required for international students. Campus interview strongly recommended. Phone: 317-940-8100, 888-940-8100; fax: 317-940-8150; e-mail: admission@butler.edu; URL: www.butler.edu *[Printout or disk (MAC/WIN).]*

☐ CARLETON COLLEGE, NORTHFIELD, MN 55057. Coed. $30. Deadlines: ED 11/15 (notif 12/15, reply by 1/15) & 1/15 (notif 2/15, reply by 3/1); Reg 1/15, notif 4/15 (reply by 5/1). Requires 2 teacher recom. SAT I or ACT accepted. Three SAT II (incl. writing) recommended but not required. Interview recommended; campus visit encouraged. Phone: 507-663-4190, 888-940-8100; fax: 507-663-4526; e-mail: admissions@acs.carleton.edu; URL: www.carleton.edu/ *[Printout only.]*

☐ CASE WESTERN RESERVE UNIVERSITY, CLEVELAND, OH 44106-7055. Coed. No fee. Deadlines: ED 1/1, notif within 2–3 weeks of completing app; Reg 2/1, notif 4/15. Requires SAT I or ACT; strongly recommends 3 SAT II (incl. writing). **Supplement** required for Pre-Professional Scholars Program & Creative Achievement Award. Phone: 216-368-4450; fax: 216-368-5111; e-mail: xx329@po.cwru.edu *[Printout or disk.]*

☐ CENTENARY COLLEGE OF LOUISIANA, SHREVEPORT, LA 71104. Coed. $30. Deadlines: ED 1/1, notif within 2-3 weeks of completing app; Reg 3/1, notif 3/15. Requires SAT I or ACT, recommendation. Interview strongly recommended. Phone: 800-234-4448; fax: 318-869-5005; e-mail: admissions@beta.centenary.edu *[Printout or disk (MAC/WIN, prefer WIN).]*

☐ CENTRE COLLEGE, DANVILLE, KY 40422. Coed. $25. Deadlines: EA/ED 11/15, notif 12/15; competitive scholarship app 2/1, notif 4/1; Reg 3/1, notif 3/15. Requires SAT I or ACT, counselor & teacher recom. SAT II (writing) recommended. Interview required by 2/1 (by 11/15 for ED candidates) for scholarship competition. Phone: 606-238-5350, 800-423-6236; fax: 606-238-5373. *[Printout required w/disk (WIN) or printout only.]*

☐ CLAREMONT MCKENNA COLLEGE, CLAREMONT, CA 91711. Coed. $50. Deadlines: ED 11/15, notif 1/10; Reg 1/15, notif 4/1; McKenna Achievement Award candidates 1/1 (include note indicating interest). Requires SAT I (preferred) or ACT, counselor & teacher recom, mid-sr. grades (send transcript 2nd time w/grades), 2 passport-size photographs. Three SAT II recommended but not required. Need-based financial aid candidates must file FAFSA & CSS Profile. Phone: 909-621-8088; fax: 909-621-8516; e-mail: admission@mckenna.edu; URL: www.mckenna.edu *[Printout only.]*

☐ CLARK UNIVERSITY, WORCESTER, MA 01610. Coed. $40. Deadlines: ED 11/15, notif 1/1; Reg 2/1, notif 4/1. Requires **supplement**, SAT I or ACT, counselor & teacher recom. Strongly recommends interview by 2/1. Phone: 508-793-7431, 800-462-5275; fax: 508-793-8821. *[Printout required w/disk.]*

☐ COE COLLEGE, CEDAR RAPIDS, IA 52402. Coed. No app fee. Deadlines: EA 12/15, notif 1/5; Reg 3/1, notif 3/15. Scholarship deadlines: Science 1/10; Fine Arts/Foreign Language 2/1; academic 3/1. Requires SAT I or ACT, counselor recom. Phone: 800-332-8404; fax: 319-399-8816; e-mail: admission@coe.edu *[Printout or disk (WIN).]*

☐ COLBY COLLEGE, WATERVILLE, ME 04901. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 12/1); Reg 1/15, notif 4/1. Requires SAT I or ACT, counselor & 2 teacher recom. SAT II optional. Recommends campus interview by 1/15. Need-based financial aid candidates must file FAFSA & institutional form. Phone: 207-872-3168; fax: 207-872-3474; e-mail: admissions@colby.edu *[Printout or disk (MAC/WIN).]*

☐ COLBY-SAWYER COLLEGE, NEW LONDON, NH 03257. Coed. $40. Notification by rolling admissions after 1/1. Requires SAT I or ACT, 2 recommendations. Interview recommended. Phone: 603-526-3700, 800-272-1015; fax: 603-526-3452. *[Printout only.]*

☐ COLGATE UNIVERSITY, HAMILTON, NY 13346. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/15 (rolling notif within 3-4 weeks of completing app—may request ED consideration up to 3/1); Reg 1/15, notif 4/1. Requires **supplement**; SAT I & 3 SAT II (incl. writing) or ACT; counselor & 2 teacher recom (major academic subjects); mid-sr. grades. Need-based financial aid candidates must file FAFSA & CSS Profile by 2/1. Phone: 315-824-7401; fax: 315-824-7544; e-mail: admission@center.colgate.edu *[Printout only.]*

☐ COLORADO COLLEGE, COLORADO SPRINGS, CO 80903. Coed. $40. Deadlines: EA 11/15 (requires special request letter & 1st quarter grades), notif by 12/31; Reg 1/15, notif 4/1–4/15. Requires **supplement**, SAT I or ACT, counselor & 2 teacher recom, mid-sr. grades. Phone: 719-389-6344, 800-542-7214; fax: 719-389-6816; e-mail: admission@cc.colorado.edu *[Printout or disk (MAC/WIN).]*

☐ CONNECTICUT COLLEGE, NEW LONDON, CT 06320. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/15 (notif 2/15); Reg 1/15, notif 4/1. Requires **supplement**, 3 SAT II (incl. writing) or ACT, counselor & teacher recom. SAT I optional. Phone: 860-439-2200; fax: 860-439-4301; e-mail: admit@conncoll.edu *[Printout only.]*

☐ CORNELL COLLEGE, MOUNT VERNON, IA 52314. Coed. $25. Deadlines: ED 12/1, notif 12/20; merit scholarship app 2/1; Reg 3/1, notif 4/1. Requires SAT I or ACT, counselor or teacher recom. Phone: 319-895-4477, 800-747-1112; fax: 319-895-4451; e-mail: admissions@cornell-iowa.edu *[Printout only.]*

☐ UNIVERSITY OF DALLAS, IRVING, TX 75062. Coed. $40. Deadlines: EA 12/1, notif 12/15; scholarship 1/15, notif 3/1; Reg 2/15, notif 3/15. Requires **supplement** (essay) within 2 weeks of completed CA, SAT I or ACT, counselor & teacher recom, mid-sr. grades. Interview & campus visit strongly encouraged. Financial aid candidates must file FAFSA & institutional form by 3/1. Phone: 972-721-5266, 800-628-6999; fax: 972-721-5017; e-mail: undadmis@acad.udallas.edu; URL: www.udallas.edu *[Printout only.]*

☐ DARTMOUTH COLLEGE, HANOVER, NH 03755. Coed. $60. Deadlines: ED 11/1, notif mid-Dec.; Reg 1/1, notif 4/3. Requires **supplement**; SAT I or ACT; & 3 SAT II; counselor, 2 teacher, & personal recom; mid-sr. grades. Phone: 603-646-2875; fax: 603-646-1216; e-mail: admissions office@dartmouth.edu; URL: www.dartmouth.edu *[Printout only.]*

☐ DAVIDSON COLLEGE, DAVIDSON, NC 28036. Coed. $45. Deadlines: ED 11/15 (notif 12/15) & 1/2 (notif 2/1); Reg 1/2, notif 4/1. Requires **supplement** (add'l recommendation, essay & honor code statement; due with app), SAT I or ACT, mid-sr. grades. SAT II recommended. Phone: 704-892-2230; fax: 704-892-2016; e-mail admission@davidson.edu; URL: www.davidson.edu *[Printout required w/disk (WIN) or printout only.]*

☐ DENISON UNIVERSITY, GRANVILLE, OH 43023. Coed. $35. Deadlines: ED 1/1, notif 2/1; merit scholarship app 1/1; Reg 2/1, rolling notif 1/15–3/31. Requires SAT I or ACT, teacher recom. Phone: 614-587-6276, 800-DENISON; fax: 614-587-6306; e-mail: admissions@denison.edu; URL: www.denison.edu *[Printout only.]*

☐ UNIVERSITY OF DENVER, DENVER, CO 80208. Coed. $40. Deadline: 2/15 preferred; notif by rolling admission. Requires SAT I or ACT, counselor & teacher recom. Mid-sr. grades may be required. Phone: 800-525-9495; fax: 303-871-3301; e-mail: admission@du.edu *[Printout or disk (WIN).]*

☐ DEPAUW UNIVERSITY, GREENCASTLE, IN 46135. Coed. $35. Deadlines: ED 12/1, notif 1/15; Early Notification 12/1, notif 2/15; Reg 2/15, notif 4/1. Requires **supplement**, SAT I or ACT, mid-sr. grades by 2/15 if possible. Interview recommended. Need-based financial aid candidates must file FAFSA & institutional form by 2/15. Phone: 800-447-2495; fax 317-658-4007; e-mail: admission@depauw.edu *[Printout or disk (WIN).]*

☐ DICKINSON COLLEGE, CARLISLE, PA 17013. Coed. $35. Deadlines: ED rolling 11/1–2/1; Reg 2/15, notif 3/15–3/30. Dickinson Grant Guarantee app due 12/1. Requires counselor & 2 teacher recom, mid-sr. grades by 2/10. SAT I or ACT optional. Phone: 717-245-1231, 800-644-1773; TTY: 717-245-1134; fax: 717-245-1442; e-mail: admit@dickinson.edu *[Printout or disk.]*

☐ DREW UNIVERSITY, MADISON, NJ 07940. Coed. $35. Deadlines: ED 12/1 (notif 12/24) & 1/15 (notif 2/15); Reg 2/15, notif mid-Mar.; transfer app 8/1 & 1/1, rolling notif. Deadline 1/7 for dual degree (BA/MD) program, including required campus interview. Requires SAT I or ACT, counselor recom, mid-sr. grades & 7th semester rank by 3/1. Recommends personal interview & teacher evaluation. **Supplement** optional. Phone: 973-408-DREW; fax: 973-408-3068. *[Printout only.]*

☐ DUKE UNIVERSITY, DURHAM, NC 27708. Coed. $60. Deadlines: ED 11/1 (attach statement), notif mid-Dec.; Reg 1/2, notif early Apr. (send student app 1 month early for alumni interview). Requires **supplement** (sent to applicant upon receipt of CA), SAT I & 3 SAT II (incl. writing), or ACT. Engineering applicants taking SAT I must submit any SAT II math test. TOEFL required if English is not your native language. Specify Trinity College of Arts & Sciences or School of Engineering. Call for instructions if you plan to submit optional artistic materials. Phone: 919-684-3214; fax: 919-681-8941; e-mail: askduke@admiss.duke.edu *[Printout only.]*

☐ EARLHAM COLLEGE, RICHMOND, IN 47374. Coed. $30. Deadlines: ED 12/1, notif 12/15; EA 1/15, notif 2/1; Reg 2/15, notif 4/1; merit scholarship 2/15; transfer app 4/1. Requires SAT I or ACT, counselor & teacher recom, mid-sr. grades &/or course listing. Campus interview recommended. Phone: 317-983-1600, 800-EARLHAM; fax: 317-983-1560; e-mail: admission@earlham.edu *[Printout required w/disk (MAC/WIN).]*

☐ ECKERD COLLEGE, ST. PETERSBURG, FL 33733. Coed. $25. Notif by rolling admission beginning 10/1. Merit scholarship app deadline 2/15. Requires SAT I or ACT, teacher recom. Mid-sr. grades requested for approximately half of applicant pool. Phone: 813-864-8331, 800-456-9009; fax: 813-866-2304; e-mail: admissions@eckerd.edu *[Printout or disk (WIN).]*

☐ ELIZABETHTOWN COLLEGE, ELIZABETHTOWN, PA 17022. Coed. $20. Rolling admission. Deadlines: Occupational Therapy app 12/15; International Business 3/30. Requires SAT I or ACT, counselor & teacher recom. Auditions required for music majors. Phone: 717-361-1400; fax: 717-361-1365; e-mail: admissions@acad.etown.edu *[Printout only.]*

☐ ELMIRA COLLEGE, ELMIRA, NY 14901. Coed. $40. ED deadline 1/15, notif 1/31. Regular notification rolling after 11/1. Requires SAT I or ACT, 2 recommendations, writing sample. Campus interview recommended. Phone: 607-735-1724, 800-935-6472; fax: 607-735-1718. *[Printout only.]*

☐ EMORY UNIVERSITY, ATLANTA, GA 30322. Coed. $40. Deadlines: ED 11/1, notif 12/30; merit scholarship nominations 11/15; Reg. 1/15, notif 4/1. Requires **supplement** (available on Emory website), SAT I or ACT. SAT II strongly recommended. Common App is for Emory College and Oxford College. Need-based financial aid candidates must file FAFSA & CSS Profile. Phone: 404-727-6036, 800-727-6036; e-mail: admiss@emory.edu; URL:www.emory.edu *[Printout only.]*

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☐ EUGENE LANG COLLEGE, NEW YORK, NY 10011. Coed. $30. Deadlines: ED 11/15, notif 12/15; Reg 2/1, notif 4/1. Requires SAT I or ACT, counselor & teacher recom, interview (in person or by phone). Add'l writing sample strongly recommended. Portfolio review & home exam required for Dual Degree Program with Parsons School of Design (audition required for New School's Jazz Program). Phone: 212-229-5665; fax: 212-229-5355; e-mail: lang@newschool.edu *[Printout only.]*

☐ FAIRFIELD UNIVERSITY, FAIRFIELD, CT 06430. Coed. $40. Deadlines: ED 12/1, notif 1/1; Reg 3/1, notif 4/1; transfer app 6/1 (for Sept.) & 12/1 (for Jan.). Requires **supplement** (2 weeks after receipt of app), SAT I or ACT. SAT II recommended for placement purposes but not required. Campus interview strongly recommended. Phone: 203-254-4100; fax: 203-254-4199; e-mail: admis@fair1.fairfield.edu; URL: www.fairfield.edu *[Printout only.]*

☐ FISK UNIVERSITY, NASHVILLE, TN 37208. Coed. $25. Deadline 6/15, notification by rolling admissions. Requires SAT I or ACT, high school transcript (incl. mid-sr. grades), counselor & teacher recom, essay. SAT II recommended but not required. Phone: 615-329-8665, 800-443-FISK; fax: 615-329-8774; e-mail: lcampbel@dubois.fisk.edu *[Printout only.]*

☐ FORDHAM UNIVERSITY, NEW YORK, NY 10458. Coed. $50. Deadlines: ED 11/1, notif 12/15; Reg & financial aid 2/1, notif beginning 3/1. Requires **supplement** (2 weeks after receipt of app), SAT I or ACT. SAT II recommended for placement purposes (writing, language, math, or science). Phone: 718-817-4000, 800-FORDHAM; fax: 718-367-9404. *[Printout only.]*

☐ FRANKLIN & MARSHALL COLLEGE, LANCASTER, PA 17604. Coed. $50. Deadlines: ED rolling until 1/15; Reg 2/1, notif 4/1. Requires teacher recom, high school transcript (incl. mid-sr. grades), essay. Standardized test scores optional for U.S. students ranking in top decile; 2 graded writing samples required of non-submitters. SAT I & SAT II (writing) or ACT required of all other candidates. Graded writing sample recommended. Phone: 717-291-3951; fax: 717-291-4389; e-mail: admission@fandm.edu; URL: www.fandm.edu *[Printout only.]*

☐ FURMAN UNIVERSITY, GREENVILLE, SC 29613. Coed. $30. Deadlines: ED 12/1, notif late Dec.; Reg 2/1, notif 3/15. Requires **supplement** by 3/1, SAT I or ACT, mid-sr. grades. TOEFL required if English is not your native language. Campus visit strongly recommended. Phone: 864-294-2034; fax: 864-294-3127; e-mail: admissions@furman.edu; URL: www.furman.edu *[Printout only.]*

☐ GEORGE WASHINGTON UNIVERSITY, WASHINGTON, DC 20052. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 2/1 (for priority consideration submit supporting credentials by app deadline), notif mid-Mar. Requires SAT I or ACT, counselor & teacher recom. Requires **supplement** (call for app) & add'l credentials for 7-yr. BA/MD, Honors, Science Scholar, Integrated Engineering/Law, & Integrated Engineering/Med programs (deadline 1/15 for these programs). Portfolio review/audition required for arts scholarships. Students requesting form I-20 must submit bank statement & financial certification. Phone: 202-994-6040, 800-447-3765; fax: 202-994-0325; e-mail: gwadm@gwis2.circ.gwu.edu *[Printout or disk.]*

☐ GETTYSBURG COLLEGE, GETTYSBURG, PA 17325-1484. Coed. $35. Deadlines: ED 11/15–2/1, notif 12/15–2/15; Reg 2/15, notif early Apr. Requires SAT I or ACT, counselor & teacher recom, essay, mid-sr. grades (regular decision). Interview strongly recommended. Phone: 800-431-0803; e-mail: admiss@gettysburg.edu *[Printout required w/disk.]*

☐ GOUCHER COLLEGE, BALTIMORE, MD 21204. Coed. $40. Deadlines: EA 12/1, notif 12/31; Reg 2/1, notif 4/1. Requires SAT I or ACT, essay, counselor & teacher recom (academic subject). Applicants should call for specific scholarship materials. Phone: 410-337-6100, 800-468-2437; fax: 410-337-6354; e-mail: admissions@goucher.edu; URL: www.goucher.edu *[Printout only.]*

☐ GRINNELL COLLEGE, GRINNELL, IA 50112. Coed. $25. Deadlines: ED 12/1, notif 12/20; Reg 2/1, notif 4/1. Requires **supplement** (sent to applicant upon receipt of CA), SAT I or ACT, counselor & 2 teacher recom (1 must be English), mid-sr. grades. Interview strongly recommended. Phone: 515-269-3600; fax: 515-269-4800; e-mail: askgrin@admin.grin.edu *[Printout only.]*

☐ GUILFORD COLLEGE, GREENSBORO, NC 27410. Coed. $25. Deadlines: ED 12/1, notif 12/15; Reg 2/1, notif 4/1. Consideration on space-available basis after 2/1. Phone: 910-316-2100, 800-992-7759; fax: 910-316-2954; e-mail: admission@rascal.guilford.edu *[Printout only.]*

☐ GUSTAVUS ADOLPHUS COLLEGE, ST. PETER, MN 56082. Coed. $25. Deadlines: ED 11/15, notif 12/15; Reg 4/15. Rolling admissions. Requires SAT I or ACT, counselor & teacher recom, mid-sr. grades (regular decision). Phone: 507-933-7676, 800-GUSTAVUS; fax: 507-933-6270; e-mail: admission@gustavus.edu *[Printout only.]*

☐ HAMILTON COLLEGE, CLINTON, NY 13323. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/10 (notif 2/10); Reg 1/15, notif 4/1. Requires **supplement**, SAT I or ACT, teacher recom, mid-sr. grades, writing sample. Recommend 3 SAT II (writing preferred). Interview strongly recommended (off-campus alumni interviews available). Phone: 315-859-4421, 800-843-2655; alumni interviews: 800-791-9283; fax: 315-859-4457; e-mail: admissions@hamilton.edu *[Printout only.]*

☐ HAMPDEN-SYDNEY COLLEGE, HAMPDEN-SYDNEY, VA 23943. Men. $30. Deadlines: ED 11/15, notif 12/15; Reg 3/1, notif 3/1–4/15. Requires SAT I or ACT, teacher recom, mid-sr. grades. Strongly recommends 3 SAT II (incl. writing & math). Phone: 800-755-0733; fax: 804-223-6346; e-mail: hsapp@tiger.hsc.edu *[Printout only.]*

☐ HAMPSHIRE COLLEGE, AMHERST, MA 01002. Coed. $45. Deadlines: ED 11/15, notif 12/15; EA 1/1, notif 2/1; Reg 2/1, notif 4/1; transfer apps 3/1, notif 4/15. Requires **supplement**, analytic writing sample, counselor & teacher recom, mid-sr. grades. Standardized test scores optional. TOEFL (577) required for international students (Sept. admission only). Interview strongly recommended. Phone: 413-582-5471; fax: 413-582-5631; e-mail: admissions@hampshire.edu *[Printout only.]*

☐ HANOVER COLLEGE, HANOVER, IN 47243. Coed. $25. Deadlines: EA 12/1 (notif 1/1) & 1/10 (notif 2/15); Reg (priority) 3/1, notif 4/1; competitive scholarship 1/10, notif 4/1. Requires SAT I or ACT, teacher recom, writing sample (1–3 pp.). Phone: 800-213-2178; fax: 812-866-7098; e-mail: spinner@hanover.edu *[Printout required w/disk (WIN) or printout only.]*

☐ HARTWICK COLLEGE, ONEONTA, NY 13820. Coed. $35. Deadlines: ED 12/1 & 1/15, notif 2 weeks after completing app; Reg 2/15, notif 3/15–4/1. Requires **supplement**, teacher recom, mid-sr. grades. SAT I or ACT optional. Phone: 607-431-4150, 888-HARTWICK; fax: 607-431-4154; e-mail: admissions@hartwick.edu *[Printout or disk (WIN).]*

☐ HARVARD & RADCLIFFE COLLEGES, CAMBRIDGE, MA 02138. Coed. $60. Deadlines: EA (non-binding) 10/15 (recommended), 11/1 (final); Reg 12/15 (recommended), 1/1 (final). Notification 12/15 & 4/1. Requires **supplement**, SAT I or ACT & 3 SAT II, 2 teacher recom, mid-sr. grades. Personal statement may be sent later; do not delay app. Fall enrollment only. Common App not for transfers. Phone: 617-495-1551; e-mail: college@harvard.edu *[Printout only.]*

☐ HARVEY MUDD COLLEGE, CLAREMONT, CA 91711. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/15, notif 4/1. Requires **supplement** (sent to applicant upon receipt of CA), SAT I & 3 SAT II (writing, math IIC, & student choice), 2 teacher recom (1 from math or science & 1 from English, history or foreign language). Financial aid candidates must file FAFSA & CSS Profile. Phone: 909-621-8011; fax: 909-621-8360; e-mail: admission@hmc.edu; URL: www.hmc.edu *[Printout or disk (WIN).]*

☐ HAVERFORD COLLEGE, HAVERFORD, PA 19041. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/15, notif 4/15. Requires **supplement**, SAT I or ACT, 3 SAT II (incl. writing), 2 teacher recom, mid-sr. grades by 2/15. Personal interview required of candidates who live within 150 miles. Foreign students should take SAT I; TOEFL helpful but not required. Phone: 610-896-1350; fax: 610-896-1338; e-mail: admitme@haverford.edu *[Printout or disk (MAC/WIN).]*

☐ HENDRIX COLLEGE, CONWAY, AR 72032. Coed. $25. Rolling admissions. Deadlines: Reg 2/15 (recommended); financial aid 2/15; scholarship 1/15. Requires ACT or SAT, transcript, essay, list of extracurricular activities. Phone: 501-450-1362, 800-277-9017; fax: 501-450-3843; e-mail: adm@hendrix.edu *[Printout only.]*

☐ HIRAM COLLEGE, HIRAM, OH 44234. Coed. $25. Deadlines: scholarship consideration 2/1; Reg 3/15, notif by rolling admission. Requires SAT I or ACT, counselor & teacher recom. Mid-sr. grades may be requested after 1st interview. Interview required for scholarship eligibility; strongly recommended for all. TOEFL (550) required if English is not your native language. Need-based financial aid candidates must file FAFSA & institutional form by 3/1. Phone: 800-362-5280; fax: 330-569-5944; e-mail: admission@hiram.edu; URL: http://admission.hiram.edu *[Printout required w/disk (MAC/WIN).]*

☐ HOBART & WILLIAM SMITH COLLEGES, GENEVA, NY 14456. Coordinate. $45. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/1); Reg 2/1, notif late Mar. Requires SAT I or ACT (SAT II encouraged), 2 teacher recom (1 from jr. or sr. English teacher). Encourages personal interview by 2/15. Hobart phone: 800-852-2256; fax: 315-781-3914; e-mail: hoadm@hws.edu. William Smith phone: 800-245-0100; fax: 315-781-3471; e-mail: wsadm@hws.edu *[Printout only.]*

☐ HOFSTRA UNIVERSITY, HEMPSTEAD, NY 11550-1090. Coed. $40. Deadlines: ED 12/1, notif 12/15. Rolling admissions (2/15 deadline recommended), notif 4-6 weeks after receipt of app. Requires SAT I or ACT, counselor recom, high school transcript. Writing sample & personal interview recommended. TOEFL required if English is not your native language. WAIS, WISC required if applying for Learning Disability Program (PALS). Phone: 800-HOFSTRA; fax: 516-560-7660; e-mail: hofstra@hofstra.edu; URL: www.hofstra.edu *[Printout only.]*

☐ HOLLINS COLLEGE, ROANOKE, VA 24020. Women. $25. Deadline: ED 12/1, notif 12/15; Reg 2/15, notif rolling. Requires SAT I or ACT, counselor recom. Phone: 540-362-6401, 800-456-9595; fax: 540-362-6642; e-mail: hcadm@matty.hollins.edu *[Printout only.]*

☐ COLLEGE OF THE HOLY CROSS, WORCESTER, MA 01610-2395. Coed. $50. Deadlines: ED 12/15, notif rolling; Reg 1/15, notif early Apr. Requires SAT I or ACT, 3 SAT II (incl. writing), counselor & teacher recom, mid-sr. grades (regular decision), essay. TOEFL (550) required if English is not your native language. Interview strongly recommended. Admission to biology, economics/accounting, pre-med is limited (choice must be listed as possible major for consideration). Phone: 800-442-2421; fax: 508-793-3888; e-mail: admissions@holycross.edu *[Printout only.]*

☐ HOOD COLLEGE, FREDERICK, MD 21701-9988. Women. $35. Deadlines: Early reply date 11/15, notif 12/15; Reg 3/1, notif 3/31. Requires SAT I or ACT, school report. Special 1-day admissions programs available in fall & spring by reservation. Phone: 301-696-3400, 800-922-1599; fax: 301-696-3819; e-mail: admissions@nimue.hood.edu; URL: www.hood.edu *[Printout or disk (WIN).]*

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☐ ITHACA COLLEGE, ITHACA, NY 14850. Coed. $40. Deadlines: ED & Physical Therapy 11/1, notif 12/18; Reg 3/1, notif rolling after 1/6. Requires SAT I or ACT, counselor recom, essay. TOEFL required if English is not your native language. Special requirements (audition, interview, portfolio) apply to some programs. Interview & campus visit strongly recommended. Financial aid candidates must file FAFSA; ED & Physical Therapy candidates must file CSS Profile by 11/4 & FAFSA by 2/1. Phone: 607-274-3124, 800-429-4274; fax: 607-274-1900; e-mail: admission@ithaca.edu; URL: www.ithaca.edu *[Printout only.]*

☐ JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD 21218. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/1, notif 4/15. Requires **supplement**; SAT I & 3 SAT II, or ACT; counselor & teacher recom. Interview recommended; campus visit strongly encouraged. Phone: 410-516-8171; fax: 410-516-6025; e-mail: gotojhu@jhu.edu; URL: www.jhu.edu-admis *[Printout only.]*

☐ JUNIATA COLLEGE, HUNTINGDON, PA 16652-2119. Coed. $30. Deadlines: ED 9/15 & 12/15, notif within 3 weeks; Reg 3/1, notif by modified rolling admissions after 12/15. Requires SAT I or ACT. Interview & campus visit strongly recommended. Portfolios & homeschoolers welcome. Phone: 814-641-3420, 800-526-1970; fax: 814-641-3425; e-mail: info@juniata.edu *[Printout only.]*

☐ KALAMAZOO COLLEGE, KALAMAZOO, MI 49006. Coed. $45. Deadline 2/15 (priority consideration), notif monthly beginning 11/15. Requires SAT I or ACT, counselor & teacher recom. Interview & campus visit strongly recommended. Phone: 616-337-7166, 800-253-3602; fax: 616-337-7390; e-mail: admissions@kzoo.edu *[Printout or disk.]*

☐ KENYON COLLEGE, GAMBIER, OH 43022. Coed. $45. Deadlines: ED 12/1 (notif 12/15) & 2/1 (notif 2/15); Reg 2/15, notif 4/1. Requires **supplement** by 3/1, SAT I or ACT, counselor & teacher recom, mid-sr. grades (regular decision). Campus interview strongly recommended. Phone: 614-427-5776, 800-848-2468; fax: 614-427-2634; e-mail: admissions@kenyon.edu; URL: www.kenyon.edu *[Printout only.]*

☐ KNOX COLLEGE, GALESBURG, IL 61401. Coed. $25. Deadlines: EA 12/1, notif 12/31; Reg 2/15, notif 3/31. Requires SAT I or ACT, counselor & teacher recom. Campus interview strongly recommended. Phone: 309-341-7100, 800-678-KNOX; fax: 309-341-7070; e-mail: admission@knox.edu *[Printout and/or disk (MAC/WIN).]*

☐ LAFAYETTE COLLEGE, EASTON, PA 18042. Coed. $50. Deadlines: Rolling for ED (by 2/15), notif within 30 days of completing app; Reg 1/1, notif 4/1. Requires **supplement**, counselor & teacher recom, mid-sr. grades. SAT I or ACT optional; recommends 3 SAT II (incl. writing). Campus interview strongly recommended. Phone: 610-250-5100; fax: 610-250-5355; e-mail: admissions@lafayette.edu *[Printout or disk (WIN).]*

☐ LAKE FOREST COLLEGE, LAKE FOREST, IL 60045. Coed. $35. Deadlines: ED 1/1, notif within 3 weeks of completing app; Reg 3/1, notif late Mar. Requires SAT I or ACT, counselor & teacher recom, graded writing sample. Phone: 847-735-5000, 800-828-4751; fax: 847-735-6271; e-mail: admissions@lfc.edu *[Printout or disk (MAC/WIN).]*

☐ LAWRENCE UNIVERSITY, APPLETON, WI 54912. Coed. $30. Deadlines: ED 11/15 (notif 12/1) & 1/1 (notif 1/15); Reg 2/1, notif 4/1. Requires **supplement**, SAT I or ACT, counselor & teacher recom. Audition & theory interview required for Conservatory of Music or 5-yr. double degree program. Special essay & campus competition required for major scholarships. Phone: 800-227-0982; fax: 920-832-6782; e-mail: excel@lawrence.edu *[Printout or disk (MAC/WIN).]*

☐ LEHIGH UNIVERSITY, BETHLEHEM, PA 18015. Coed. $50. Deadlines: ED 12/1, notif 1/1; Reg 1/15, notif 4/1. Requires SAT I or ACT, counselor recom, mid-sr. grades (regular decision). Interview & campus visit strongly recommended. Phone: 610-758-3100; fax: 610-758-4361. *[Printout or disk (WIN).]*

☐ LE MOYNE COLLEGE, SYRACUSE, NY 13214. Coed. $35. Deadlines: ED 12/1, notif 12/15; Reg 3/1 (priority), notif rolling. Requires SAT I or ACT, counselor & teacher recom, mid-sr. grades as soon as available. TOEFL required if English is not your native language. Interview & campus visit strongly recommended. Financial aid candidates must file FAFSA & institutional form by 2/1. Phone: 315-445-4300, 800-333-4733; fax: 315-445-4711; e-mail: admsoffc@maple.lemoyne.edu *[Printout only.]*

☐ LEWIS & CLARK COLLEGE, PORTLAND, OR 97219-7899. Coed. $45. Deadlines: ED 11/15, notif 12/15; EA 12/15, notif 1/15; Reg 2/1, notif 4/1. Requires **supplement**; SAT I or ACT, unless applying via Portfolio Path (call for details); counselor & teacher recom; mid-sr. grades (regular decision). Interview strongly recommended. Phone: 800-444-4111; fax: 503-768-7055; e-mail: admissions@lclark.edu; URL: www.lclark.edu/ *[Printout or disk (MAC).]*

☐ LINFIELD COLLEGE, McMINNVILLE, OR 97128. Coed. $40. Deadlines: ED 12/1, notif 1/15; Reg 2/15, notif 4/1. Requires SAT I or ACT, counselor & teacher recom, mid-sr. grades (regular decision). Phone: 800-640-2287; fax: 503-434-2472; e-mail: admissions@linfield.edu; URL: www.linfield.edu *[Printout or disk (WIN).]*

☐ LOYOLA COLLEGE, BALTIMORE, MD 21210-2699. Coed. $30. Deadlines: Reg 1/1, notif 4/15; transfers 8/1 (fall) & 12/15 (spring). Requires **supplement** by 1/15 (sent to applicant upon receipt of CA), SAT I, high school transcript, essay. Encourages counselor & teacher recom, campus interview. TOEFL required if English is not your native language. Financial aid candidates must file FAFSA & CSS Profile by 2/1. Phone: 410-617-5012, 800-221-9107; fax: 410-617-2176; URL: www.loyola.edu *[Printout only.]*

☐ LYNCHBURG COLLEGE, LYNCHBURG , VA 24501-3199. Coed. $30. ED deadline 11/15, notif 12/15. Rolling admission for regular decision. Requires SAT I or ACT, mid-sr. grades, recommendations upon request. TOEFL required if English is not your native language. Interview & campus visit highly recommended. Financial aid candidates must file FAFSA by 4/1 (priority deadline 3/1). Phone: 804-544-8300, 800-426-8101; fax: 804-544-8653; URL: www.lynchburg.edu *[Printout only.]*

☐ MACALESTER COLLEGE, ST. PAUL, MN 55105. Coed. $40. Deadlines: ED 11/15 (notif 12/15) & 1/15 (notif 2/7); Reg 1/15, notif 3/30. Requires **supplement**, SAT I or ACT, counselor & 2 teacher recom, mid-sr. grades. Add'l writing sample recommended. Phone: 612-696-6357, 800-231-7974; fax: 612-696-6724; e-mail: admissions@macalester.edu; URL: www.macalester.edu/ *[Printout only.]*

☐ MANHATTAN COLLEGE, RIVERDALE, NY 10471. Coed. $25. Deadlines: ED 11/15, notif 1/3; Reg 3/1, rolling notif after 2/1. Requires SAT I (preferred) or ACT. Interview strongly recommended. Phone: 800-MC2-XCEL; fax: 718-548-1008; e-mail: admit@mancol.edu *[Printout only.]*

☐ MANHATTANVILLE COLLEGE, PURCHASE, NY 10577. Coed. $40. Rolling admissions & notif. Requires SAT I or ACT (alternate plan requiring SAT II writing & math by previous arrangement only), 2 teacher recom. Interview encouraged. Portfolio required for BFA candidates; audition required for B.Mus. candidates. Phone: 914-323-5464, 800-328-4553; fax: 914-694-1732; e-mail: jflores@mville.edu *[Printout only.]*

☐ MARIETTA COLLEGE, MARIETTA, OH 45750. Coed. $25. Deadline 4/15 recommended, rolling notif. Requires SAT I or ACT, counselor recom, essay. Teacher recom optional. Financial aid candidates must file FAFSA. Phone: 800-331-7896; fax: 614-376-8888; e-mail: admit@mcnet.marietta.edu; URL: www.marietta.edu *[Printout only.]*

☐ MARQUETTE UNIVERSITY, MILWAUKEE, WI 53201-1881. Coed. $30. Rolling admission, notif beginning 11/15. Direct freshman admission to Master's in Physical Therapy deadline 12/15, notif late Jan. Requires SAT I or ACT, counselor recom. Phone: 414-288-7302, 800-222-6544; fax: 414-288-3764; e-mail: go2marquette@marquette.edu; URL: www.marquette.edu *[Printout required w/disk.]*

☐ UNIVERSITY OF MIAMI, CORAL GABLES, FL 33124. Coed. $40. Deadlines: ED 11/15, notif 12/15; EA 11/15, notif 1/15; Reg 3/1, notif 4/15. Apply by 11/15 for early academic scholarship consideration. Requires SAT I or ACT. Audition required for music & theatre arts applicants. Phone: 305-284-4323; fax: 305-284-2507; e-mail: admission@admiss.msmail.miami.edu *[Printout or disk.]*

☐ MIDDLEBURY COLLEGE, MIDDLEBURY, VT 05753. Coed. $55. Deadlines: ED I pre-app, fee & CA 11/15, notif mid-Dec.; ED II pre-app & fee 12/15, CA 12/31, notif early Feb.; Reg pre-app & fee 12/15, CA 12/31, notif early Apr. (pre-app is Part I, Middlebury app). Requires counselor & 2 teacher recom; 2 Common App essays; graded English essay; mid-sr. grades; ACT or 3 different subject tests from SAT II, AP, or IB (see prospectus for details). TOEFL required if English is not your native language. Phone: 802-443-3000; fax: 802-443-2056; e-mail: admissions@middlebury.edu *[Printout only.]*

☐ MILLS COLLEGE, OAKLAND, CA 94613. Women. $35. Rolling admission for U.S. students. Deadline for international students 6/1. Financial aid deadline 2/15. Requires SAT I or ACT, counselor & 2 teacher recom. SAT II recommended. **Supplement** optional. Phone: 510-430-2135, 800-87-MILLS; fax: 510-430-3298; e-mail: admission@mills.edu *[Printout only.]*

☐ MILLSAPS COLLEGE, JACKSON, MS 39210. Coed. $25. Deadlines: ED 11/15; EA 12/1; Reg 2/1. Requires SAT I or ACT. Phone: 601-974-1050, 800-352-1050; fax: 601-974-1059; e-mail: admissions@okra.millsaps.edu *[Printout or disk (WIN).]*

☐ MORAVIAN COLLEGE, BETHLEHEM, PA 18018. Coed. $30. Deadlines: ED 1/15, notif 12/15–2/1; Reg 3/1, notif 3/15. Requires SAT I or ACT, counselor & 2 teacher recom, essay. Interview strongly recommended. Phone: 610-861-1320; fax: 610-861-3956. *[Printout required w/disk.]*

☐ MOREHOUSE COLLEGE, ATLANTA, GA 30314. Men. $45. Deadlines: ED 10/15, notif 12/15; Reg 2/15, notif 2/15–4/1 (reply by 5/1). Requires SAT I or ACT (SAT II English & math recommended for freshman placement), 2 recommendations. May require interview. Phone: 404-215-2632, 800-851-1254; fax: 404-524-5635. *[Printout only.]*

☐ MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MA 01075. Women. $50. Deadlines: ED 12/1 (notif 1/1) & 1/1 (notif 2/1); Reg 1/15, notif 4/1. Requires **supplement**; SAT I & 3 SAT II (incl. writing), or ACT; graded writing sample; counselor & 2 teacher recom. Interview strongly encouraged. Phone: 413-538-2023; fax: 413-538-2409; e-mail: admissions@mtholyoke.edu *[Printout only.]*

☐ MUHLENBERG COLLEGE, ALLENTOWN, PA 18104. Coed. $40. Deadlines: ED 1/15, notif 12/15–2/1; Reg 2/15, notif 4/1. Requires counselor & teacher recom, high school transcript (incl. mid-sr. grades), essay. Standardized test scores optional for U.S. students; graded writing sample & interview required for non-submitters. Interview strongly recommended for all others. Phone: 610-821-3200; fax: 610-821-3234. *[Printout only.]*

☐ NEW YORK UNIVERSITY, NEW YORK, NY 10011. Coed. $45. Deadlines: ED 11/15, notif 1/1–1/15; Reg 1/15, notif 4/1. Requires SAT I or ACT; SAT II for BA/MD Program. Foreign language recommended. Mid-sr. grades may be required. Requires audition, interview, or portfolio of creative materials for Tisch School of the Arts. Requires portfolios for all art programs; auditions for all music, dance & theatre programs in School of Education. Phone: 212-998-4500. *[Printout only.]*

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☐ OBERLIN COLLEGE, OBERLIN, OH 44074. Coed. $45. Deadlines: ED 11/15 (notif 12/15) & 1/2 (notif 2/1); Reg 1/15, notif 4/1. Requires **supplement**, SAT I or ACT, 2 teacher recom (11th or 12th grade), mid-sr. grades by 2/1 or ASAP. Recommends 3 SAT II. Common App not accepted by Conservatory of Music. Phone: 216-775-8411, 800-622-6243; fax: 216-775-6905; e-mail: ad_mail@ocvaxc.cc.oberlin.edu *[Printout only.]*

☐ OCCIDENTAL COLLEGE, LOS ANGELES, CA 90041. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/15, notif 4/1. Requires **supplement**, SAT I or ACT, 2 teacher recom (academic subjects), mid-sr. grades, writing sample. Strongly recommends 3 SAT II. Freshmen admitted Sept. only. Phone: 213-259-2700, 800-825-5262; fax: 213-259-2958; e-mail: admission@oxy.edu *[Printout only.]*

☐ OHIO WESLEYAN UNIVERSITY, DELAWARE, OH 43015. Coed. $35. Deadlines: EA/ED 12/1, notif 12/15; Reg 3/1, notif by rolling admissions beginning 1/15. Requires SAT or ACT, counselor & teacher recom, mid-sr. grades. Recommends SAT II. Phone: 614-368-3020, 800-922-8953; fax: 614-368-3314; e-mail: owuadmit@cc.owu.edu *[Printout required w/disk (MAC/WIN) or printout only.]*

☐ UNIVERSITY OF THE PACIFIC, STOCKTON, CA 95211. Coed. $50. Deadlines: EA 12/15, notif mid-Jan.; Reg 2/15, notif rolling. Requires SAT I or ACT, teacher or counselor recom, high school transcript, college transcript (transfers). TOEFL required if English is not your native language. Campus visit strongly encouraged. Financial aid candidates must file FAFSA by 2/15. Phone: 209-946-2211, 800-959-2867; fax: 209-946-2413; e-mail: admissions@uop.edu; URL: www.uop.edu *[Printout or disk (MAC/WIN).]*

☐ PITZER COLLEGE, CLAREMONT, CA 91711-6114. Coed. $40. Deadlines: EA 12/1, notif 1/1; Reg 2/1, notif 4/1. Requires SAT I or ACT, 2 recom (1 from teacher of academic subject & 1 from school official), mid-sr. grades. Elaboration on interests & activities encouraged, achievements recommended. Interview strongly encouraged. Phone: 909-621-8129, 800-PITZER1; fax: 909-621-8770; e-mail: admission@email.pitzer.edu *[Printout required w/disk (MAC/WIN) or printout only.]*

☐ POMONA COLLEGE, CLAREMONT, CA 91711. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/1, notif mid-Apr. Requires **supplement** by 1/1 (request copy by phone or e-mail, or print from Pomona website), SAT I or ACT, 2 teacher recom (academic subjects), mid-sr. grades by 2/15. Strongly recommends SAT II & add'l writing sample. On-campus interview by 1/23 strongly encouraged. Elaboration on activities & interests encouraged. Freshmen admitted Sept. only. Phone: 909-621-8134; e-mail: admissions@pomona.edu; URL: www.pomona.edu *[Printout required w/disk (WIN) or printout only.]*

☐ UNIVERSITY OF PORTLAND, PORTLAND, OR 97203. Coed. $40. Deadlines: ED 11/14, notif 12/15; Reg 3/2, notif rolling. Requires SAT I or ACT, counselor or teacher recom. Financial aid candidates must file FAFSA & institutional form by 3/2. Phone: 503-283-7147; fax: 503-283-7399; e-mail: admissio@uofport.edu; URL: www.uofport.edu *[Printout only.]*

☐ UNIVERSITY OF PUGET SOUND, TACOMA, WA 98416. Coed. $40. Deadlines: ED 11/15, notif 12/15; Reg 2/1. Requires SAT I or ACT, counselor & academic teacher recom. Interview strongly recommended. Phone: 253-756-3211, 800-396-7191; e-mail: admission@ups.edu; URL: www.ups.edu *[Printout required w/disk (MAC/WIN) or printout only.]*

☐ RANDOLPH-MACON COLLEGE, ASHLAND, VA 23005. Coed. $30. Deadlines: ED 12/1, notif 12/20; Reg 3/1 recommended, rolling admissions beginning mid-Jan. Requires SAT I or ACT. Recommends counselor & teacher recom. Phone: 804-752-7305, 800-888-1762; fax: 804-752-4707; e-mail: admissions_office@rmc.edu *[Printout or disk (WIN).]*

☐ RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG, VA 24503. Women. $25. Deadlines: ED 11/15, notif 12/15; Reg 3/1 recommended, rolling notif. Deadline 1/15 for honors weekend consideration. Requires SAT I or ACT, English teacher recom. Financial aid candidates must file FAFSA. Phone: 800-745-7692; fax: 804-947-8996; e-mail: admissions@rmwc.edu; URL: www.rmwc.edu *[Printout or disk (MAC/WIN).]*

☐ UNIVERSITY OF REDLANDS, REDLANDS, CA 92373-0999. Coed. $40. Deadlines: scholarships/talent awards 12/15, notif 2/15; financial aid recipients 2/1, notif 3/1; late freshman applicants & transfers 3/1, notif 4/1. Rolling admissions 11/30–4/1. Requires **supplement**, SAT I or ACT, 1 teacher & 1 school/college recom. Interview recommended. Financial aid candidates must file FAFSA by 2/15. Phone: 800-455-5064; fax: 909-335-4089; e-mail: admissions@uor.edu *[Printout required w/disk (MAC/WIN).]*

☐ REED COLLEGE, PORTLAND, OR 97202. Coed. $40. Deadlines: ED 12/1 (notif 12/15) & 1/15 (notif 2/1); Reg 2/1, notif early Apr. Requires **supplement** by 3/20 (sent to applicant upon receipt of CA), SAT I or ACT, counselor & 2 teacher recom. Recommends 3 SAT II (incl. writing), interview. Financial aid candidates must file FAFSA & CSS Profile by 2/1 & institutional form by 3/1. Phone: 503-777-7511, 800-547-4750; fax: 503-777-7553; e-mail: admission@reed.edu *[Printout or disk (MAC/WIN).]*

☐ REGIS COLLEGE, WESTON, MA 02193-1571. Women. $30. Rolling admission; priority deadline 4/1. Requires SAT I or ACT, counselor & teacher recom, essay, 1st quarter sr. grades. Encourages SAT II. TOEFL required of international students if English is not your native language. Interview & campus visit strongly recommended. Financial aid candidates must file FAFSA & CSS Profile by 2/15. Phone: 617-768-7100, 800-456-1820; fax: 617-768-7071; e-mail: admission@regiscollege.edu; URL: www.regiscollege.edu *[Printout only.]*

☐ REGIS UNIVERSITY, DENVER, CO 80221. Coed. $40. Deadline: 3/15 recommended, rolling notif. Requires SAT I or ACT, essay, counselor & teacher recom. Financial aid/scholarship candidates must file FAFSA by 3/15. Phone: 303-458-4900, 800-388-2366; fax: 303-964-5534; e-mail: regisadm@regis.edu; URL: www.regis.edu *[Printout required w/disk (WIN).]*

☐ RENSSELAER POLYTECHNIC INSTITUTE, TROY, NY 12180. Coed. $45. Deadlines: ED 12/1, notif 3 weeks after completing app; Reg 1/1, notif mid-Mar. Requires SAT I or ACT, essay, counselor recom. Recommends 3 SAT II. TOEFL required for international students. Portfolio required for architecture applicants. Phone: 518-276-6216; fax: 518-276-4072; e-mail: admissions@rpi.edu *[Printout only.]*

☐ RHODES COLLEGE, MEMPHIS, TN 38112. Coed. $40. Deadlines: ED 11/15, notif 12/15; Reg 2/1 (1/15 for Bellingrath/Hyde Scholarship nominees), notif 4/1. Requires **supplement**, SAT I or ACT, counselor & teacher recom, mid-sr. grades by 2/1. TOEFL required if English is not your native language. Campus visit strongly encouraged. Financial aid candidates must file FAFSA & institutional form by 3/1. Phone: 800-844-5969; fax: 901-843-3719; e-mail: adminfo@rhodes.edu; URL: www.rhodes.edu *[Printout only.]*

☐ RICE UNIVERSITY, HOUSTON, TX 77005. Coed. $35. Deadlines: ED 11/1, notif 12/15; Interim 12/1, notif 2/10; Reg 1/2, notif 4/1. Requires **supplement**; counselor & teacher recom; SAT I or ACT; 3 SAT II (Engineering: writing, 1 math, physics or chemistry; Science: writing, 1 math, 1 science, all others: writing & any 2). Do not use College Board score suppression option. Interview recommended. Financial aid candidates must file FAFSA. Phone: 713-527-4036, 800-527-6957; fax: 713-285-5952; e-mail: admi@rice.edu *[Printout required.]*

☐ UNIVERSITY OF RICHMOND, RICHMOND, VA 23173. Coed. $40. Deadlines: ED 11/15 (notif 12/15) & 1/15 (notif 2/15); merit scholarship app 1/1; Reg 2/1, notif 4/1. Requires **supplement**; mid-sr. grades; SAT I & SAT II (writing & math), or ACT. Do not use College Board score choice option; all scores must come directly from testing agency. Must complete required testing by Jan. of sr. year for scholarship consideration. TOEFL required if English is not your native language. Financial aid candidates must file FAFSA by 2/25 & institutional form. Phone: 804-289-8640, 800-700-1662; fax: 804-287-6003; e-mail: admissions@richmond.edu *[Printout or disk.]*

☐ RIPON COLLEGE, RIPON, WI 54971. Coed. $25. Deadlines: ED 12/1, notif 12/15; Reg 3/15, notif beginning early Jan. Requires SAT I or ACT, counselor recom. Phone: 800-94-RIPON; fax: 414-748-7243; e-mail: adminfo@mac.ripon.edu *[Printout or disk (MAC).]*

☐ ROCHESTER INSTITUTE OF TECHNOLOGY, ROCHESTER, NY 14623. Coed. $40. Deadlines: ED 12/15, notif 1/15; Reg 3/1, notif 3/15. Rolling admission for transfers & freshmen applying winter, spring & summer. Requires SAT I or ACT. Portfolio required for Art, Design & Crafts candidates. Phone: 716-475-6631; fax: 716-475-7424; e-mail: admissions@rit.edu; URL: www.rit.edu *[Printout or disk.]*

☐ UNIVERSITY OF ROCHESTER, ROCHESTER, NY 14627. Coed. $50. Deadlines: ED 11/30, notif 12/15 or within 3 weeks of completing app; Reg 1/31, notif by mid-Apr. Requires SAT I or ACT. **Supplement** required for applicants to 8-yr. B.A./B.S.-M.D. program. Phone: 716-275-3221; fax: 716-461-4595; e-mail: admit@macmail.cc.rochester.edu; URL: www.rochester.edu *[Printout only.]*

☐ ROLLINS COLLEGE, WINTER PARK, FL 32789. Coed. $40. Deadlines: ED 11/15 (notif 12/15) & 1/15 (notif 2/1); Reg 2/15, notif late Mar. Requires SAT I or ACT. Phone: 407-646-2161; fax: 407-646-1502; e-mail: admission@rollins.edu *[Printout required w/disk (MAC/WIN).]*

☐ COLLEGE OF ST. BENEDICT AND ST. JOHN'S UNIVERSITY, COLLEGEVILLE, MN 56374. Coordinate. $25. Rolling admission beginning 9/1; notif 2 weeks after completing app. Requires SAT I or ACT. St. Benedict phone: 320-363-5308, 800-544-1489; fax: 320-363-5010. St. John's phone: 320-363-2196, 800-245-6467; fax: 320-363-3206; e-mail: admissions@csbsju.edu *[Printout or disk (WIN).]*

☐ ST. JOSEPH'S UNIVERSITY, PHILADELPHIA, PA 19131-1395. Coed. $40. Rolling admission; notif beginning 10/1. Submit app by 12/1 for academic scholarship consideration. Other merit award info sent upon acceptance. Requires SAT I or ACT, counselor recom, essay, high school transcript. TOEFL required if English is not your native language. Interview & campus visit recommended. Need-based financial aid candidates must file FAFSA by 3/1. Phone: 888-BE-A-HAWK; fax: 610-660-1314; e-mail: admi@sju.edu *[Printout only.]*

☐ ST. LAWRENCE UNIVERSITY, CANTON, NY 13617. Coed. $40. Deadlines: ED 12/15, notif within 3 weeks of completing app; Reg 2/15, notif 3/15. Requires SAT I or ACT, teacher recom, mid-sr. grades as soon as available. Phone: 800-285-1856; fax: 315-379-5818. *[Printout only.]*

☐ ST. OLAF COLLEGE, NORTHFIELD, MN 55057. Coed. $35. Deadlines: ED 11/15, notif 12/10; Reg (priority) 2/1, notif by rolling admissions. Requires **supplement** by 2/15, SAT I or ACT, 2 academic recommendations, transcripts through mid-sr. year. TOEFL also required if English is not your native language. Phone: 800-800-3025; fax: 507-646-3832; e-mail: admiss@stolaf.edu; URL: www.stolaf.edu *[Printout only.]*

☐ SALEM COLLEGE, WINSTON-SALEM, NC 27108. Women. $25. Deadlines: 1/1 for honors scholarship applications; no deadline for regular decision (prefer 2/1). Notification by rolling admissions. Requires SAT I or ACT, 2 teacher recom. Phone: 800-32-SALEM; fax: 910-917-5572; e-mail: admissions@salem.edu *[Printout or disk (WIN).]*

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☐ SANTA CLARA UNIVERSITY, SANTA CLARA, CA 95053. Coed. $40. Deadline 1/15, notif 4/1. Rolling admissions. Requires **supplement**, SAT I or ACT, counselor or teacher recom, mid-sr. grades. Phone: 408-554-4700; fax: 408-554-5255; TTY: 408-551-1694; e-mail: ugadmissions@scu.edu *[Printout or disk (prefer WIN; will accept MAC).]*

☐ SARAH LAWRENCE COLLEGE, BRONXVILLE, NY 10708. Coed. $45. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/15); Reg 2/1, notif early Apr. Requires **supplement**; SAT I or 3 SAT II, or ACT; counselor & 2 teacher recom; transcripts through mid-sr. year. Interview strongly recommended. Phone: 800-888-2858; fax: 914-395-2668; e-mail: slcadmit@mail.slc.edu *[Printout only.]*

☐ SCRIPPS COLLEGE, CLAREMONT, CA 91711. Women. $40. Deadlines: ED 11/15 (notif mid-Dec.) & 1/1 (notif mid-Feb.); James E. Scripps Scholarship (non need-based aid) 11/15 (include note indicating interest in JESS); Reg 2/1, notif 4/1. Requires SAT I or ACT, counselor & 2 recent academic teacher recom, graded writing sample, sr. grades. SAT II recommended. Welcomes add'l credentials, e.g., slides of artwork, music tapes, or writing samples. Phone: 800-770-1333; fax: 909-621-8323; e-mail: admofc@ad.scrippscol.edu *[Printout or disk (WIN/MAC).]*

☐ SEATTLE UNIVERSITY, SEATTLE, WA 98122. Coed. $45. Rolling admission after 12/1, apply by 2/1 for priority consideration. Requires SAT I or ACT, counselor & teacher recom, list of sr. courses, essay. TOEFL required if English is not your native language. Financial aid & scholarship candidates must file FAFSA & complete admissions app by 2/1. Phone: 206-296-5800, 800-426-7123; e-mail: admissions@seattleu.edu; URL: www.seattleu.edu *[Printout required w/disk (WIN).]*

☐ SIMMONS COLLEGE, BOSTON, MA 02115. Women. $35. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/1); application for Jan. entrance 12/1; Reg 2/1, notif early Apr. Requires SAT I or ACT, counselor & teacher recom. Interview strongly recommended. Financial aid candidates must file FAFSA by 2/1 for priority consideration. Phone: 617-521-2051, 800-345-8468; fax: 617-521-3190; e-mail: ugadm@vmsvax.simmons.edu *[Printout only.]*

☐ SKIDMORE COLLEGE, SARATOGA SPRINGS, NY 12866. Coed. $45. Deadlines: ED 12/1 (notif 1/1) & 1/15 (notif 2/15); Reg 2/1, notif 4/1. Requires SAT I or ACT, 2 teacher recom, mid-sr. grades by 2/15. Recommends 3 SAT II (incl. writing & foreign language). Financial aid candidates must file FAFSA & CSS Profile by 2/1. Phone: 800-867-6007; fax: 518-581-7462; e-mail: admissions@skidmore.edu *[Printout only.]*

☐ SMITH COLLEGE, NORTHAMPTON, MA 01063. Women. $50. Deadlines: ED 11/15 (notif mid-Dec.) & 1/1 (notif early Feb.); Reg 1/15, notif early Apr. Requires **supplement** by 2/1 (request from admission office), SAT I or ACT, counselor & teacher recom, mid-sr. grades (regular decision). First marking period grades required for ED. Strongly recommends 3 SAT II (incl. writing). Campus or alumnae interview strongly recommended. Phone: 413-585-2500; fax: 413-585-2527; e-mail: admission@smith.edu *[Printout only.]*

☐ UNIVERSITY OF THE SOUTH, SEWANEE, TN 37383 (popularly known as SEWANEE). Coed. $40. Deadlines: ED 11/15, notif 12/15; merit scholarship app (institutional form) 1/15; Reg 2/1, notif 4/1. Requires **supplement**, SAT I or ACT, counselor & teacher recom, mid-sr. grades by 2/15. Interview encouraged. Financial aid candidates must file FAFSA & institutional form by 3/1. Phone: 615-598-1238, 800-522-2234; fax: 615-598-1667; e-mail: collegeadmission@sewanee.edu *[Printout or disk (MAC).]*

☐ SOUTHERN METHODIST UNIVERSITY, DALLAS, TX 75275. Coed. $40. Deadlines: EA (non-binding) 11/1; Priority 1/15; Reg decision & merit scholarship 1/15; notif 4/1. Requires SAT I or ACT, essay, counselor recom. Campus visit encouraged. Financial aid candidates must file FAFSA & institutional form by 2/1. Phone: 214-768-2058, 800-323-0672; fax: 214-768-2507; e-mail: ugadmission@smu.edu *[Printout only.]*

☐ SOUTHWESTERN UNIVERSITY, GEORGETOWN, TX 78627-0770. Coed. $40. Deadlines: ED 11/1 (notif 12/1) & 1/1 (notif 2/1); Reg 2/15, notif by rolling admissions by 4/1. Requires SAT I or ACT, counselor recom. Phone: 512-863-1200, 800-252-3166; fax: 512-863-9601; e-mail: admission@southwestern.edu *[Printout or disk (MAC/WIN).]*

☐ SPELMAN COLLEGE, ATLANTA, GA 30314. Women. $35. Deadlines: EA 11/15, notif 12/31; Reg 2/1, notif 4/1. Requires SAT I or ACT, counselor & teacher recom. *[Printout only.]*

☐ STETSON UNIVERSITY, DELAND, FL 32720. Coed. $35. Deadlines: ED 11/1, notif 12/15; Reg 3/15, notif 4/1. Requires SAT I or ACT. Common App is for College of Arts & Sciences, School of Music, & School of Business Administration. Phone: 800-688-0101; fax: 904-822-7112; e-mail: admissions@stetson.edu *[Printout only.]*

☐ STONEHILL COLLEGE, EASTON, MA 02357. Coed. $45. Deadlines: ED 11/1, notif 12/31; application for Jan. entrance 11/1, notif 12/21; Reg 2/1, notif after 3/15. Requires SAT I or ACT, counselor recom, essay, mid-sr. grades. Campus visit strongly recommended. Phone: 508-565-1373; fax: 508-565-1500. *[Printout only.]*

☐ SUFFOLK UNIVERSITY, BOSTON, MA 02108. Coed. $40. Deadlines: EA 11/15, notif 12/1; Reg 3/1 (recommended), notif by rolling admission after 12/15. Requires SAT I or ACT, counselor or teacher recom, mid-sr. grades. TOEFL required if English is not your native language. Interview & campus visit strongly recommended. Financial aid candidates must file FAFSA & institutional form by 3/1. Phone: 617-573-8460; fax: 617-742-4291; e-mail: admission@admin.suffolk.edu; URL: www.suffolk.edu *[Printout only.]*

☐ SUSQUEHANNA UNIVERSITY, SELINSGROVE, PA 17870. Coed. $30. Deadlines: ED 12/15, notif 1/15; Reg 3/1 (suggested), notif by rolling admissions beginning 1/15. Requires SAT I or ACT, counselor & teacher recom. Standardized test scores optional for students ranking in top quintile (must submit 2 graded writing samples to Admissions Committee). **Supplement** required for music & art majors. Recommends achievements, add'l teacher references, interview. Phone: 800-326-9672; fax: 717-372-2722; e-mail: suadmiss@einstein.susqu.edu *[Printout only.]*

☐ SWARTHMORE COLLEGE, SWARTHMORE, PA 19081. Coed. $60. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/1); Reg 1/1, notif 4/10. Requires **supplement** (sent upon receipt of CA), SAT I or ACT & 3 SAT II (incl. writing; & 1 math for engineering), 2 teacher recom, essay. Phone: 610-328-8300, 800-667-3110, fax: 610-328-8580; e-mail: admissions@swarthmore.edu *[Printout only.]*

☐ SYRACUSE UNIVERSITY, SYRACUSE, NY 13244. Coed. $40. Deadlines: ED 11/15, notif 12/15; Reg 1/15, notif 3/1. Requires **supplement** by 1/15, SAT I or ACT, audition or portfolio by 2/1 (for drama, music, art, architecture programs). TOEFL or ELPT recommended if English is not your native language. Interview recommended. Financial aid candidates must file FAFSA by 2/15. Phone: 315-443-3611; fax: 315-443-4226; e-mail: orange@suadmin.syr.edu; URL: www.syr.edu *[Printout only.]*

☐ TCU (TEXAS CHRISTIAN UNIVERSITY), FORT WORTH, TX 76129. Coed. $30. Deadlines: EA (nonbinding) 11/15, notif 1/1; Reg 2/15, notif 4/1. Late apps considered on a space-available basis. Requires SAT I or ACT, essay, counselor recom. Campus visit encouraged. Phone: 817-921-7490, 800-TCU-3764; fax: 817-921-7268; e-mail: frogmail@tcu.edu; URL: www.tcu.edu *[Printout or disk (MAC/WIN).]*

☐ TRINITY COLLEGE, HARTFORD, CT 06106. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 2/1 (notif 2/28); Reg 1/15, notif early Apr. Requires SAT I & SAT II (writing), or ACT; counselor & 2 teacher recom. TOEFL required if English is not your native language. Common App for freshmen only. Phone: 860-297-2180; fax: 860-297-2287; e-mail: admissions.office@trincoll.edu; URL: www.trincoll.edu *[Printout only.]*

☐ TRINITY UNIVERSITY, SAN ANTONIO, TX 78212-7200. Coed. $25. Deadlines: ED 11/15, notif 12/15; EA 1/1, notif 2/1; Reg 2/1, notif 4/1. Requires SAT I or ACT, counselor & teacher (academic subject) recom, mid-year courses in progress. Phone: 800-TRINITY (San Antonio: 736-7207); fax: 210-736-8164; e-mail: admissions@trinity.edu; URL: www.trinity.edu *[Printout or disk (WIN/MAC).]*

☐ TUFTS UNIVERSITY, MEDFORD, MA 02155. Coed. $55. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/1); Reg 1/1, notif 4/1. Requires **supplement** (includes 2 short-answer questions), SAT I & 3 SAT II (incl. writing; engineering applicants should take math I or IIC, physics or chemistry) or ACT, school report, teacher recom, mid-sr. grades. TOEFL required if English is not your native language. Common App is for College of Liberal Arts & College of Engineering; not for transfers. Phone: 617-627-3170; fax: 617-627-3860; e-mail: uadmiss_inquiry@infonet.tufts.edu *[Printout only.]*

☐ TULANE UNIVERSITY, NEW ORLEANS, LA 70118-5680. $35. Deadlines: EA 11/1, notif 12/15; Reg 1/15, notif 4/1; Dean's Honor Scholarship app 12/1, notif 2/20 (call for DHS **supplement**, due 12/1). Requires SAT I or ACT. Common App is for Schools of Architecture, Business, Engineering, Liberal Arts & Sciences (Newcomb College & Tulane College). Phone: 800-873-9283; fax: 504-862-8715; e-mail: undergrad.admission@tulane.edu; URL: www.tulane.edu/Admission *[Printout required w/disk (MAC/WIN).]*

☐ THE UNIVERSITY OF TULSA, TULSA, OK 74104. Coed. $25. Deadlines: Honors Program—best consideration for those applying by 2/17; academic & talent scholarships—best consideration for those granted admission by 3/1. Rolling notification beginning 12/1. Requires SAT I or ACT, counselor recom. Campus visit strongly encouraged. Phone: 918-631-2307, 800-331-3050; fax: 918-631-5003; e-mail: admission@utulsa.edu *[Printout or disk (MAC).]*

☐ UNION COLLEGE, SCHENECTADY, NY 12308. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/15 (notif 2/1); Reg 2/1 (1/1 for accelerated programs), notif 4/6. Requires **supplement**, SAT I or 3 SAT II (incl. writing) or ACT, teacher recom, mid-sr. grades, add'l writing sample. SAT I & 3 SAT II required for accelerated programs. Personal interview strongly recommended (off-campus alumni interviews available). Financial aid candidates must file FAFSA & CSS Profile by 2/1. Phone: 518-388-6112, 888-843-6688; alumni interviews: 518-388-6084; fax: 518-388-6986; e-mail: admissions@union.edu; URL: www.union.edu *[Printout only.]*

☐ URSINUS COLLEGE, COLLEGEVILLE, PA 19426. Coed. $30. Deadlines: ED 1/15, notif 2/1; Reg 2/15, notif 4/1. Requires **supplement**, SAT I or ACT, counselor & 2 teacher recom, mid-sr. grades (regular decision). SAT II recommended. Interview required for scholarship eligibility. Phone: 610-409-3200; fax: 610-489-0627. *[Printout or disk (MAC/WIN).]*

☐ VALPARAISO UNIVERSITY, VALPARAISO, IN 46383-6493. Coed. $30. Rolling admissions beginning 11/15. App must be postmarked by 1/15 for full-tuition scholarship consideration. Requires SAT I or ACT. Under "Special college or division," indicate only one of the following: Arts & Sciences, Business Administration, Engineering, or Nursing. Phone: 219-464-5011, 800-348-2611, 888-GO VALPO; fax: 219-464-5381; e-mail: undergrad_admissions@valpo.edu; URL: www.valpo.edu *[Printout or disk (WIN).]*

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☐ VANDERBILT UNIVERSITY, NASHVILLE, TN 37203-1700. Coed. $50. Deadlines: ED (priority) 11/1, notif 12/15; Reg (priority) 1/15, notif 4/1. Submit app by 1/1 for Honor Scholarship consideration. Requires **supplement** (sent by Vanderbilt), SAT or ACT, counselor & teacher recom, mid-sr. grades. Recommends 3 SAT II (incl. writing & math) for those who enroll. Common App is for College of Arts & Science, Blair School of Music, School of Engineering, Peabody College (Education & Human Development). Financial aid candidates must file FAFSA & CSS Profile by 2/1. Phone: 615-322-2561; fax: 615-343-7765; e-mail: admissions@vanderbilt.edu; URL: www.vanderbilt.edu/Admissions *[Printout required w/disk.]*

☐ VASSAR COLLEGE, POUGHKEEPSIE, NY 12604. Coed. $60. Deadlines: ED 11/15 (notif mid-Dec.) & 1/1 (notif 2/1); Reg 1/1, notif early Apr. Requires ACT, or SAT I & any 3 SAT II; 1st quarter grades (ED) & mid-sr. grades; counselor & teacher recom; 2-4 page critical essay w/teacher's comments & grade. Alumni interview available; request in writing. Financial aid candidates must file FAFSA, CSS Profile & institutional form. Phone: 914-437-7300, 800-827-7270; fax: 914-437-7063; e-mail: admissions@vassar.edu; URL: www.vassar.edu *[Printout only.]*

☐ WABASH COLLEGE, CRAWFORDSVILLE, IN 47933. Men. $30. Deadlines: ED 12/1; EA-I (priority consideration for merit awards) 12/1; EA-II (eligible for merit awards) 2/1; Reg 3/1; late admission 4/1. Notification monthly 12/15-5/15. Requires SAT I or ACT (or TOEFL of 550 for international students), counselor &/or teacher recom, essay. SAT II recommended. Mid-sr. grades may be required. Interview & campus visit strongly recommended. Phone: 765-361-6225, 800-345-5385; fax: 765-361-6437; e-mail: admissions@wabash.edu; URL: www.wabash.edu/ *[Printout or disk (WIN).]*

☐ WAGNER COLLEGE, STATEN ISLAND, NY 10301. Coed. $45. Deadline: ED 12/1, notif 1/1; Physician Asst major 1/1, notif 2/15; Reg 2/15, notif 3/15. Requires **supplement**, SAT I or ACT, 2 recommendations, mid-sr. grades, essay. Interview strongly recommended. Phone: 718-390-3411, 800-221-1010; fax: 718-390-3105; e-mail: adm@wagner.edu; URL: www.wagner.edu *[Printout only.]*

☐ WAKE FOREST UNIVERSITY, WINSTON-SALEM, NC 27109. Coed. $40. Deadlines: ED 11/15, notif 12/15; academic scholarship app 12/1; Reg 1/1, notif 4/1. Requires **supplement** by 1/15, SAT I (directly from ETS), 1 recommendation. Recommends 3 SAT II. Phone: 910-759-5201; URL: www.wfu.edu *[Printout only.]*

☐ WASHINGTON COLLEGE, CHESTERTOWN, MD 21620. Coed. $35. Deadlines: ED 11/15, notif 12/1 (reply by 1/15); Reg 2/15, notif 4/1 (reply by 5/1). Requires SAT I (preferred) or ACT, counselor & 2 teacher recom. Interview recommended. Phone: 410-778-7700, 800-422-1782; fax: 410-778-7287; e-mail: adm.off@washcoll.edu *[Printout only.]*

☐ WASHINGTON UNIVERSITY, ST. LOUIS, MO 63130-4899. Coed. $50. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 1/15); Reg 1/15, notif 4/1; academic scholarship app 1/15; financial aid app 2/15. Requires SAT I or ACT, teacher recom, high school report, mid-sr. grades. TOEFL strongly recommended if English is not your native language. Portfolios recommended for schools of art & architecture, required for academic scholarships. Specify school to which you are applying: architecture, art, arts & sciences, business, engineering. Phone: 314-935-6000, 800-638-0700; fax: 314-935-4290; e-mail: admission@wustl.edu; URL: www.wustl.edu/ *[Printout only.]*

☐ WASHINGTON & LEE UNIVERSITY, LEXINGTON, VA 24450. Coed. $40. Deadlines: ED 12/1, notif 12/20; honor scholarships 12/15, notif early Apr.; Reg 1/15, notif early Apr. Requires **supplement** (sent to applicant upon receipt of CA); ACT & 3 SAT II, or SAT I & 3 SAT II (incl. writing); 2 teacher recom. Phone: 540-463-8710. *[Printout only.]*

☐ WELLESLEY COLLEGE, WELLESLEY, MA 02181. Women. $50. Deadlines: ED 11/1, notif 12/20; Early Evaluation 1/1, notif 2/28; Reg 1/15, notif 4/1. Indicate under which plan you wish to apply. Requires **supplement**; SAT I & 3 SAT II (incl. writing), or ACT; 2 teacher recom (incl. English). TOEFL required for international students. Interview recommended (off-campus alumnae interviews available with 3 weeks' notice). Phone: 617-283-2270; fax: 617-283-3678. *[Printout only.]*

☐ WELLS COLLEGE, AURORA, NY 13026. Women. $40. Deadlines: EA 12/15, notif 1/15; Reg 2/15, notif 4/1; academic scholarship app 11/5. Requires SAT I or ACT, counselor & 2 teacher recom. Interview strongly recommended (off-campus alumnae interviews available). Phone: 315-364-3264, 800-952-9355; fax: 315-364-3227; e-mail: admissions@wells.edu; URL: www.wells.edu *[Printout only.]*

☐ WESLEYAN UNIVERSITY, MIDDLETOWN, CT 06459. Coed. $55. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 2/20); Reg 1/1, notif 4/15. Requires SAT I & 3 SAT II (incl. writing), or ACT; 2 teacher recom; mid-sr. grades. TOEFL required if English is not your native language. Recommends on-campus or alumni interview & peer recom. Phone: 860-685-3000; fax: 860-685-3001; e-mail: admissions@wesleyan.edu; URL: www.admiss.wesleyan.edu *[Printout or disk.]*

☐ WESTERN MARYLAND COLLEGE, WESTMINSTER, MD 21157. Coed. $30. Deadlines: EA 12/1, notif 1/1; Reg 3/15, notif 4/1. Requires SAT I or ACT. Teacher recommendation optional. Interview recommended. Phone: 800-638-5005; fax: 410-857-2729; e-mail: admissio@ns1.wmc.car.md.us; URL: www.wmc.car.md.us *[Printout or disk (MAC/WIN).]*

☐ WHEATON COLLEGE, NORTON, MA 02766. Coed. $50. Deadlines: ED 11/15, notif late Dec.; EA 12/15, notif 1/31; Reg 2/1, notif 4/1. Requires 2 teacher recom (incl. English), graded writing sample, mid-sr. grades by 2/15. SAT I or ACT optional. TOEFL required if English is not your native language. Interview & campus visit expected. Phone: 508-285-8251, 800-394-6003; fax: 508-285-8271; e-mail: admission@wheatonma.edu; URL: www.wheatonma.edu *[Printout only.]*

☐ WHITMAN COLLEGE, WALLA WALLA, WA 99362-2046. Coed. $45. Deadlines: ED 11/15 (notif 12/15) & 1/1 (notif 1/31); Reg 2/1, notif 4/1. Requires **supplement** (3 short-answer questions), SAT I or ACT, mid-sr. grades. SAT II (writing) encouraged. Interview & campus visit strongly recommended. TOEFL (560) required if English is not your native language. Phone: 509-527-5176; fax: 509-527-4967; e-mail: admission@whitman.edu; URL: www.whitman.edu *[Printout or disk (MAC/WIN).]*

☐ WHITTIER COLLEGE, WHITTIER, CA 90608-0634. Coed. $35. Deadlines: Honors Weekend 10/15; EA (nonbinding) 12/1, notif 12/30; rolling admission with 2/1 priority filing date. Requires SAT I or ACT, counselor & teacher recom. SAT II optional. Interview & campus visit strongly recommended. Freshmen & international students admitted Sept. only. Phone: 562-907-4238; fax: 562-907-4870; e-mail: admission@whittier.edu *[Printout or disk (MAC/WIN).]*

☐ WIDENER UNIVERSITY, CHESTER, PA 19013. Coed. $25. Deadlines: ED 12/1, notif late Dec.; Reg 3/15, rolling notif. Requires SAT I or ACT, counselor recom. Interview recommended. Phone: 610-499-4126; fax: 610-499-4676; e-mail: admissions.office@widener.edu; URL: www.widener.edu *[Printout only.]*

☐ WILLAMETTE UNIVERSITY, SALEM, OR 97301. Coed. $35. Deadlines: ED (first choice) 11/1, notif 1/1; Reg 2/1, notif 4/1. Requires **supplement**, SAT I or ACT, mid-sr. grades. Campus visit & interview strongly recommended. Phone: 503-370-6303; fax: 503-375-5363; e-mail: undergrad-admission@willamette.edu; URL: www.willamette.edu *[Printout required w/disk (MAC/WIN).]*

☐ WILLIAMS COLLEGE, WILLIAMSTOWN, MA 01267. Coed. $50. Deadlines: ED 11/15, notif 12/15; Reg 1/1, notif 4/1. Requires SAT I or ACT, and any 3 SAT II, teacher recom (2nd optional); mid-sr. grades. TOEFL required if English is not your native language. Peer reference optional. Phone: 413-597-2211; e-mail: admission@williams.edu *[Printout only.]*

☐ WITTENBERG UNIVERSITY, SPRINGFIELD, OH 45501. Coed. $40. Deadlines: ED 11/15, notif 1/1; EA 12/1, notif 1/1; Reg 3/15, notif 4/1; scholarship consideration 3/15. Requires SAT I or ACT, counselor & teacher recom. Financial aid candidates must file FAFSA. Phone: 800-677-7558; fax: 937-327-6379; e-mail: admission@wittenberg.edu; URL: www.wittenberg.edu *[Printout only.]*

☐ COLLEGE OF WOOSTER, WOOSTER, OH 44691. Coed. $35. Deadlines: ED 12/1 & 1/15; Reg 2/15, notif 4/1. Requires SAT I or ACT, counselor & teacher recom. Interview recommended. Phone: 330-263-2000, 800-877-9905; fax: 330-263-2621; e-mail: admissions@acs.wooster.edu *[Printout or disk (MAC/WIN).]*

☐ WPI (WORCESTER POLYTECHNIC INSTITUTE), WORCESTER, MA 01609. Coed. $50. Deadlines: ED 12/1, notif 1/1; Reg 2/15, notif 4/1. Requires SAT I & 3 SAT II (math, science, writing) or ACT, teacher recom (math or science). Phone: 508-831-5286; fax: 508-831-5875; e-mail: admissions@wpi.edu *[Printout only.]*

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Joan Franklin Smutny, Director of the Center for Gifted at National-Louis University in Evanston, IL

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